

**IMPROVING THE SPEAKING LEARNING PROCESS FOR GRADE VIII
STUDENTS OF SMP NEGERI 3 GAMPING BY IMPLEMENTING
THINK-PAIR-SHARE OF COOPERATIVE LEARNING**

A Thesis

**Submitted as Partial Fulfillment of the Requirements for the Attainment
of the Degree of *Sarjana Pendidikan* in English Language Education**



by:

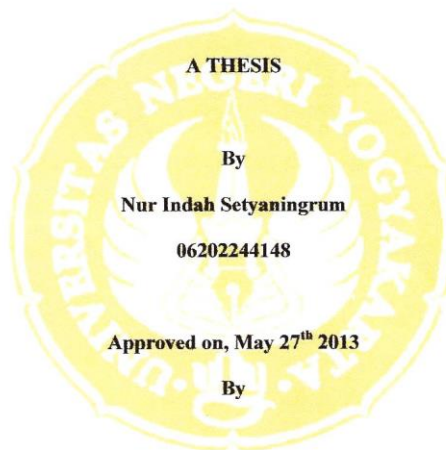
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THINK-PAIR-SHARE OF COOPERATIVE LEARNING**




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menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya ilmiah yang lazim. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 23 Maret 2013

Penulis,



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MOTTOS

Then which of the favours of your Lord will you deny?

(Q. S. Ar-Rahman: 18)

The best person is the most important person for others.

(Muhammad, saw)

DEDICATIONS

This thesis is dedicated to:

❖ My lovely husband, Moch. Amri Wildan

“Thank you for your love, patience, prayer, and support. Thank you for always hugging me and wiping my tears. I love you, hubby....”

❖ My beloved parents, Ibu Sri Muntamah and Bapak Abdul Manaf

“Thank you for your love, support, prayer. Thank you for always hugging me in every condition. I am so sorry for being late to finish my study. Hopefully I can make both of you proud of me. I love you, Mom and Dad....”

❖ My great teachers and lecturers

“Thank you for giving me the light.”

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Finally, this thesis is still far from being perfect. However, I hope that it is useful for the development of the English teaching-learning process, particularly for the development of the speaking learning process at Junior High School.

Yogyakarta, March 23rd, 2013

The Writer,

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LIST OF ABBREVIATIONS

TPS : Think-Pair-Share

R : Researcher

Ss : Students

S1 : Student 1

S2 : Student 2

S3 : Student 3

ET : English Teacher

**Improving the Speaking Learning Process for Grade VIII Students of SMP
Negeri 3 Gamping by Implementing Think-Pair-Share of Cooperative Learning**

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ABSTRACT

This study was aimed at improving the speaking learning process for Grade VIII students of SMP Negeri 3 Gamping. Based on the preliminary observations, interviews, and questionnaire, it was found out that the speaking learning process was poor. The students had limited chance to practice speaking and the class was also quite big with multiple proficiency levels.

This action research was done collaboratively with the English teacher by focusing on the implementation of Think-Pair-Share to deal with the problems of teaching and learning of speaking. This study was qualitative in nature. The data of this study were obtained by observing the teaching-learning process during the implementation of the action. The action was implementing Think-Pair-Share in speaking learning process. Some interviews with the students and some discussions with the teacher were conducted to evaluate the effectiveness of the action. Questionnaire was also used to find out the improvement of the student's speaking learning process after the implementation of the action. The data were in the form of field notes, interview transcripts, and the results of the questionnaire. The student's speaking scores were also provided to support the data. The data validity was obtained by applying democratic, outcome, process, catalytic, and dialogic validity.

The result of this study shows that Think-Pair-Share activity was effective to improve the student's speaking learning process. It could be seen from the students' increase of interest, motivation, and actively participation in joining the speaking learning process. When they asked to have a conversation with some native speakers, they actively spoke with them. Besides, the student's speaking score also improved. It could be seen from the result of the pre-test which was done before the action and post-test which was done in the end of the action. From the evidence, it could be concluded that Think-Pair-Share could improve the speaking learning process for grade VIII students of SMP N 3 Gamping.

CHAPTER 1 INTRODUCTION

A. Background of the Study

English is taught in schools as one of the subjects that will be tested in the national examination. According to the Standard of Contents (2006), the aim of the English teaching and learning in junior high schools is to make the students learn everything in their whole life. It requires them to get used to independent learning. Moreover, according to *Permendiknas No. 22 tahun 2006 and Permendiknas No. 23 tahun 2006*, the aim of the English teaching and learning is to enable the students to communicate in both spoken and written English, in order to face the development of science and technology in the global era.

Teaching English in Indonesia covers four language skills, i.e. listening, speaking, reading, and writing. However, the teaching of speaking is often set aside, despite the fact that spoken language is important as a means of communication. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly. Therefore, teachers have the responsibility to prepare the students as much as possible to be able to speak English in the real world outside the classroom and the test room.

In order to gain a good speaking ability, the students need to study in a positive classroom atmosphere in which learning success is highly promoted and learning equity is well developed. However, it was found that the speaking learning atmosphere of Grade VIII students in SMP Negeri 3 Gamping tended to

be negative. The students studied in a mixed-ability class and did not receive appropriate learning activities. Moreover, the speaking learning process was still neglected. It was not conducted well and failed to facilitate the students' learning needs.

The class size is the next aspect that should be considered since it influences the process of building a positive learning atmosphere. In SMP Negeri 3 Gamping, one class consists of 33 students with mixed-levels of ability. It is categorized as a big class, especially for a language learning class, that requires a great deal of teacher's attention to control the students' participation.

The problem of the speaking learning process also dealt with the students' learning motivation which tended to be low. Most of the students still viewed English as a difficult subject to learn since it was not their mother tongue. They were also too shy and afraid of taking part in the conversation. That is why many of them decided to avoid using English communicatively in the classroom as well as in the daily communication.

B. Identification of the Problems

There are four components, which should exist in the teaching learning process. Those components include teacher, students, teaching activity, and learning materials. To identify the existing problems in the field, on February, 16th 2012, the preliminary observation was carried out. The English teaching learning process was observed and the teacher of the eight grade of SMP N 3 Gamping was interviewed. Based on the observation and interview, some problems were

identified. The first problem was the teaching activity used by the teacher which was teacher-centered. The teacher explained all the time in the teaching and learning process. It made students only has limited chances to be active and share their ideas in a class. Thus, the students' talking time was less than teachers' talking time. Teaching activity gives a big impact in the teaching learning process, so it is important to the teacher to explore and create a good atmosphere for the students in a class. And it is possible if the students get bored easily.

The second problem was the class size which was quite big with mixed-levels of students' ability. The learning atmosphere in the class tended to be negative. It was difficult for the teacher to manage all of the students in order to participate actively during the teaching-learning process.

The third problem was the speaking ability. It was quite low because the teaching activity which was implemented never gave students more opportunities to practice. Consequently, the students never tried to speak in English during the English teaching and learning activity. The low learning motivation of the students was also found in SMP N 3 Gamping. It made them reluctant to use English communicatively, especially as a spoken language. During the teaching-learning process, they tended to be passive participants. Moreover, the speaking learning process tended to be set aside since speaking skill was not tested in the National Examination.

C. Limitation of the Problem

It was impossible for the researcher to deal with all of the problems because

of the limited time. Therefore, the researcher limits the problem to be investigated by focusing on the problem of speaking learning process dealing with the learning activity implemented in the class. By choosing this problem, the research focuses on improving the speaking learning process of grade VIII students of SMP Negeri 3 Gamping.

D. Formulation of the Problem

Based on the background, identification, and limitation of the problem, the problem can be formulated into the following question:

How can the speaking learning process of grade VIII students of SMP Negeri 3 Gamping be improved?

E. Objective of the Study

Related to the formulation of the problem, the aim of this study is to find out how to improve speaking learning process of grade VIII students of SMP Negeri 3 Gamping.

F. Significance of the Study

This study is expected to give some contributions to the English teaching and learning as follow:

- a. For students

This study provides the students with a useful experience about improving the speaking learning process based on their learning needs. They receive

appropriate learning activity that can facilitate their speaking learning process in a mixed-ability class. Thus, their learning motivation and self-esteem will improve.

b. For teachers

This study provides some informative inputs to the teachers about the appropriate activity that can facilitate the speaking learning process of the students in a mixed-ability class. It provides some specific procedures of how to improve the students' speaking learning process based on the student's learning needs.

c. For next researchers

The results of this study can be an inspiration and a reference to conduct the similar study in the same field. It provides informative inputs dealing with the teaching of speaking in junior high schools.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

This section discusses the language skill, speaking, Cooperative Learning, and Think-Pair-Share. This chapter is followed by Conceptual Framework.

1. Language Skills

According to the Standard of Contents (2006), the main goal of EFL teaching is the development of four basic language skills, i.e. listening, speaking, reading, and writing. Based on the mode of communication, the English skills can be divided into two parts, oral and written skills. Oral skills include listening and speaking, and written skills consist of reading and writing. According to the direction of communication, the English skills have two different purposes, i.e. receiving and producing the messages.

a) Receptive skills

Receptive skills are the ways in which the people take out something from communication in speech or writing (Harmer 2001). The receptive skills of the language include listening and reading which require the process of understanding the language to get meaning from what has been seen and heard (Harmer 2007). In other words, listening and reading provide some ways for the students to engage in both oral and written language. Mastering those two skills enable the students to identify certain information gathered from the communication process and then give appropriate response to such information.

b) Productive skills

Productive skills involve the process of language production both in oral and in written communication. The productive skills of language consist of speaking and writing. These skills emphasize on the use of language in a communication process as a way to respond to certain context or situation. The language production means that the students need to use the language to reach the communicative goals, so that the communication process can be well established (Harmer 2001).

2. Speaking

a) Definition of speaking

Speaking as a productive skill seems intuitively the most important of all the four language skills. It is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at speed of a high level (Johnson and Morrow, 1981). In this definition, the essential components mentioned to exist in speaking are the speakers, the hearers, the message and the respond. Both the speakers and the hearers should agree on the message and/or meaning being talked through acceptable language.

Chaney (2006) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of context. In a process of speaking, it need some or more speakers to produce the target language in a spoken form. Clark and Clark (1977) state that, it is while speaking people can share their perceptions, feelings and intentions in order for the listener

to be understood. According to the idea above, we know that speaking is the very important part of communication in the daily life.

Some people assume that if they want to be able to speak English fluently, they need to be able to pronounce English words correctly, use appropriate stress and intonation patterns and speak in connected speech. However, speaking is more than that. Speakers of English have to be able to speak in different genres and situations. Nunan (2011) states that speaking is such a normal part of our daily lives that we rarely think of all the things we need to do to communicate effectively – not, that is, unless something is wrong. Harmer (2002) states that not only the knowledge of language features is needed to speak fluently, but also the ability to process the information received and using the language spontaneously.

Brown (1997) says, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking.

Speaking is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997). For example, when a salesperson asks “May I help you?” the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange.

Some students have an opinion that speaking is the most difficult task to learn. Antos and Knapp (2009) state that speaking is not an easy task to be learned in language learning. Learners who can effectively read and write in the language are not always successful with their speaking ability too. Some foreign language learners in the process acquiring the speaking skill need more motivation and opportunity to develop their feeling of achievement of speaking. According to Antos and Knapp (2009), in order to speak fluently, learners are required to practice different kinds of learning activity since speaking is a different kind of engagement with the foreign language.

Brown (2001) notes some characteristics which make speaking difficult. The first is clustering. Clustering is like brainstorming. The learners have a free and relatively unstructured discussion on an assigned topic as a way of generating ideas. In fact, the learners find difficulties to organize their output to speak. The second is redundancy, which can provide the clearer meaning. The students cannot deliver a message that contains more information needed to be understood. The third is reduced forms. Some students who do not learn colloquial contractions sometimes make a poor quality of speaking. The fourth is performance variables such as performance hesitation, pauses, backtracking and correction. The fifth is colloquial language which is often used in the informal situation. The sixth is rate of delivery, in which the students are hoped to be able to speak fluently, but most of them fail to do that. The seventh is stress, rhythm, and intonation. English has its own stress, rhythm and intonation which belong to pronunciation aspects and differ from the other language. The pronunciation is

important in English because different stresses, rhythm, and intonation convey different meaning. The last is interaction which needs the creativity of conversation negotiation.

Based on all definitions above, It can be inferred that speaking is expressing ideas, opinion, or feelings to others by using words or sounds of articulation. The most important essential components mentioned in speaking are the speakers itself, the hearers or the listeners, the message and the respond that give as a feedback to create the communicative communication. Both the speakers and the listeners should agree on the message and/or meaning being talked through acceptable language.

b) Types of spoken language

Much of our language-teaching energy is devoted to instruction in mastering English conversation. However, other numerous forms of spoken language are also important to incorporate into a language course. Brown (2001) classifies types of oral language as follows.

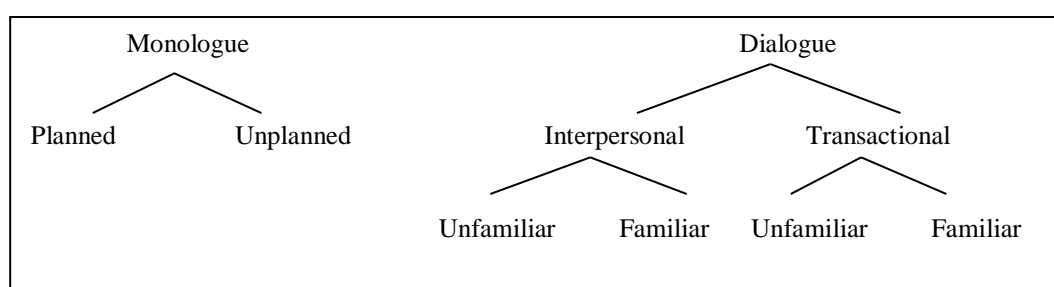


Figure 1: Types of Oral Language

From the figure we can see that in monologue, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, etc. the

hearer must process long stretches of speech without interaction – the stream of speech will go on whether or not the hearer comprehends.

Dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional). In conversation between or among participants, the familiarity of the interlocutors will produce conversations with more assumptions, implications, and other meanings hidden between lines. While the conversation between or among participants who are unfamiliar with each other, references and meanings have to be made more explicit to assure effective comprehension. When such references are not explicit, misunderstandings can easily follow.

c) Micro skills of speaking

Brown (2001:272) states the micro skills of oral communication as follows:

1. Producing chunks of language of different lengths
2. Orally producing differences among the English phonemes and allophonic variants
3. Producing English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
4. Producing reduced forms of words and phrases
5. Using an adequate number of lexical unit (words) in order to accomplish pragmatic purposes
6. Producing fluent speech at different rates of delivery

7. Monitoring your own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message
8. Using grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms
9. Producing speech in natural constituents-in appropriate phrases, pauses groups, breath groups, and sentences
10. Expressing a particular meaning in different grammatical forms
11. Using cohesive devices in spoken discourse
12. Accomplishing appropriately communicative functions according to situations, participants, and goals
13. Using appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations
14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification
15. Using facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings
16. Developing and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

d) Aspects of speaking

The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language ‘on the spot’ (Spratt, 2005). There are three aspects of speaking, fluency, accuracy, and appropriacy.

1) Fluency

Fluency is speaking at normal speed, without hesitation, repetition or self-correction, and with smooth use of connected speech.

2) Accuracy

Accuracy is the use of correct forms of grammar, vocabulary, and pronunciation. Miller (2003) defines accuracy as the ability to produce correct sentences using correct grammar and vocabulary.

3) Appropriacy

Appropriacy is the use of correct style of formality. Appropriacy refers to whether a word is suitable for context it is being used in it. It is an important aspect of language but a complex one, as decisions about how to say things depend on what is right for the context and the culture. For example: it may be appropriate to say, “Hold on a minute, will you?” in one context, and “could you wait a moment, please?” in another.

e) Teaching and Learning of speaking

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a

repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Nunan (2003) defines teaching speaking is to teach English language learners to:

- 1) produce the English speech sounds and sounds patterns,
- 2) use words and sentence stress, intonation patterns and the rhythm of the second language,
- 3) select appropriate words and sentences according to the proper social setting, audience, situation and subject matter,
- 4) organize their thoughts in a meaningful and logical sequence,
- 5) use language as a means of expressing values and judgments, and
- 6) use the language quickly and confidently with few unnatural pauses, which is called fluency.

A large percentage of the world's language learners study English in order to develop proficiency in speaking. The ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved.

Teaching speaking involves drawing learners' attention to its process, skills, and outcomes. It also involves providing them with support when they speak so that they will not be overwhelmed by demands of the task.

The following are the phases of speech planning and production:

a) Conceptualization

It is a process by which speakers select the information to be conveyed.

b) Formulation

To convey the selected information or ideas, speakers have to formulate utterances. Having adequate knowledge of grammar and vocabulary, therefore, makes the formulation proceed smoothly.

c) Articulation

Formulated utterances are spoken or phonologically encoded through the activation and control of specific muscle groups of the articulatory system. This process is sometimes equated with speech production, but it is useful to bear in mind that what listeners hear is in fact the outcome of various cognitive processes. (Bygate, 1998 in Goh, 2007: 3)

Speaking is used for many different purposes, and each purpose involves different skills. Richards (2002) states when we use casual conversation, our purposes might be to make social contact with people, to establish rapport, or to engage in the harmless chitchat that occupies much of time we spend with friends. When we engage in discussion with someone, on the other hand, the purposes may be to seek or express opinions, to persuade someone about something, or to clarify information. In some situations, we use speaking to give instructions or to get things done. We may use speaking to describe things, to complain about people's behavior, to make polite requests, or to entertain people with jokes and anecdotes.

Spratt (2005:35) states the key concepts and the language teaching classroom as follows:

1. Developing learners' speaking skill by focusing regularly on particular aspects of speaking, e.g. fluency, pronunciation, grammatical accuracy, body language.
2. In many classes learners do controlled practice activities (activities in which they can use only language that has just been taught).
3. Task and less controlled practice activities give more opportunity than controlled activities for learners to practice communication, interaction, and fluency.
4. Sometimes learners speak more willingly in class when they have a reason for communicating, e.g. to solve a problem or to give other classmates some information they need.
5. Because speaking is such a complex skill, learners in the classroom may need a lot of help to prepare for speaking, e.g. practice of necessary vocabulary, time to organize their ideas and what they want to say.
6. Learners, especially beginners and children, may need time to take in and process all the new language they hear before they produce it in speaking.
7. The activities in a speaking lesson often follow this pattern:
 1. Lead-in: an introduction to the topic of the lesson plus, sometimes activities focusing on the new language.
 2. Practice activities or tasks in which learners have opportunities to use the new language

3. Post-task activities: activities in which learners discuss the topic freely and/or ask the teacher questions about the language used.

Brown (2001) defines some principles for designing speaking techniques as follows:

- 1) use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency,
- 2) provide intrinsically motivating techniques,
- 3) encourage the use of authentic language in meaningful contexts,
- 4) provide appropriate feedback and correction,
- 5) capitalize on the natural link between speaking and listening,
- 6) give students opportunities to initiate oral communication, and
- 7) encourage the development of speaking strategies.

f) Effective activities to improve the speaking learning process

There are some effective activities to improve the speaking learning process.

- 1) Acting from a script

Harmer (2007) states teacher can ask their student to act out scenes from plays/their course books. Students can also act out dialogues they have written by themselves.

- 2) Information gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share

their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.

3) Jigsaw

Jigsaw is a cooperative learning technique with a three-decade track record of successfully reducing racial conflict and increasing positive educational outcomes.

4) Role-plays

Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and" (Harmer, 1984)

5) Simulation

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

6) Discussion

The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the

discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

7) Story telling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students to express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

8) Think-Pair-Share

Kristina Robertson (2006) says “If I could offer one piece of advice for every teacher – it would be to do think-pair-share in the class every day.” The think-pair-share is a very simple, yet effective activity that allows ELL students time to process their thoughts – often in two languages – which takes more time.

3. Cooperative Learning

a. Definition of Cooperative Learning

There are various definitions of cooperative learning written by different experts. According to Norman (2005:1), cooperative learning is a structured, systematic instructional strategy in which small group of students work together toward a common goal. Meanwhile, Richards and Rodgers (2006: 192), state that cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small group of learners in the classroom.

A similar definition is also proposed by Horman (2005:2) who states that

cooperative learning is important for creating inclusive classroom environments that meet the needs of all students because it takes heterogeneity into account, encouraging, support and connection. Borich (2000) adds that cooperative learning is important in helping learners acquire from the curriculum the basic cooperative attitudes and value they need to think independently inside and outside of the classroom.

b. Theories influence Cooperative Learning

There are many theories influencing cooperative learning, which are presented as follows.

1) Motivational Theories

Motivation can affect students' achievement in learning. There some definitions of motivation proposed by different experts. Brown (2000) defines motivation as the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit. Meanwhile, Williams and Burden in Harmer (2007: 98) suggest that motivation is a 'state of cognitive arousal' which provokes a 'decision to act', as a result of which there is 'sustained intellectual and/or physical effort' so that the person can achieve some 'previous set goal'.

In general, motivation is divided into two categories: intrinsic motivation and extrinsic motivation.

a. Intrinsic Motivation

According to Harmer (2007) intrinsic motivation is motivation which

comes from ‘inside’ or within the individual. Brown (2001) defines intrinsic motivation is the most powerful rewards are those that are intrinsically motivated within the learner. Because the behavior stems from needs, wants, or desires within oneself, the behavior itself is self-rewarding; therefore, no externally administered reward is necessary. In line with Brown, Harmer (2001) states that intrinsic motivation makes a person might be motivated by the enjoyment of the learning process itself or by desire to make themselves feel better.

b. Extrinsic Motivation

Extrinsic motivation comes from outside of the learners and external rewards for the completing if tasks, such as words of praises from the teacher, a higher grade, or privilege. It means that someone is doing something because he expects some external rewards (Harmer, 2005). He also defines extrinsic as motivation which comes from ‘outside’, it is the result of any number of outside factors (Harmer, 2007).

A similar definition is also proposed by Brown (2000) who also states that extrinsically behaviors are carried out in anticipation of a reward from outside and beyond itself.

From the definitions of motivation above, it can be concluded that motivation is somebody’s inner or outer drive to achieve a goal. From these theories the researcher believe that students’ motivation is affected just by the students themselves but there are many factors that influence students’ motivation. The researcher also believes that teachers have a big role in motivating their students to learn. Teachers can stimulate their students’ need and characteristics.

Motivational perspectives on cooperative learning focus primary on the reward or goal structures under which students operate. Cooperative goal structures create a situation in which the only way group members can attain their own personal goals is if the group is successful (Slavin, 1995). It makes each student in one group help one another to make their group successful. Besides, they also encourage and motivate other members to make maximum efforts in doing and performing the tasks. Therefore, it makes the students motivate another students' learning, so it has significant effects to the students' achievement. Moreover, because the cooperative learning focuses primarily on reward structure in which group member will give or withhold social reinforces, such as praises and encouragement in response to group mates task-related efforts.

Meanwhile, there are many opinions arguing that cooperative learning has a greater impact on students' external motivation rather than intrinsic motivation because the students only seek to get higher scores because of the team reward. However, Norman (2005:5) argues that based on the study, when the students interpret the rewards as an affirmation of competence, the result can be the maintenance or increase the intrinsic motivation. Thus, the teachers need to be careful to ensure that the atmosphere of the class does not give to the students to perform the task well. On the other hand, the teacher should create an atmosphere of encouragement and positive group relation.

c. Elements of Cooperative Learning

Johnson and Johnson in Burden and Byrd (1999) outline five key components for effective cooperative learning as presented as follow.

1) Positive Interdependence

Cooperative learning, students are grouped in a small heterogeneous group which creates a positive interdependence among students will all group members' work together and help each other to accomplish the common goal. This success of the group depends on the success of each member. Thus, each member seeks outcomes which are beneficial to himself and the group member.

2) Face-to-Face Interaction

In cooperative learning, students are grouped in a small heterogeneous group which creates a face-to-face interaction among the students. This encourages students to help, share, and support each other's learning. Besides, by working closely together, students can promote each other's success through explanations, teaching, checking for understanding, discussions, and connecting new and old learning.

3) Individual Accountability

Johnson and Johnson in Norman (2005) highlight key factors for structuring individual accountability.

- a. keeping the group size small,
- b. giving students individual tests where they cannot seek help from others,
- c. randomly choosing students to answer questions,
- d. observe the group and record frequency on contribution of each member,
- e. assigning one member to be "a checker" who asks other more member, to explain the reasoning and rational underlying group answers,
- f. having students teach what they have learnt to someone else.

4) Interpersonal and Small Group Skills

Johnson and Johnson in Norman (2005) argue that when the students have more social skills and the teachers' pay attention to the teaching and reward these of social skills, the students will get higher achievement within cooperative learning group. In this method, students learn interpersonal skills, such as active listening, staying on the task, asking questions, conflict management and resolution and so forth.

5) Grouping Processing

Johnson and Johnson in Norman (2005) state that group processing takes place on two levels, in small groups and whole class. To allow for group processing at the group level, the teachers allow time in the end of each class for groups to process how effectively the members work together.

Besides, they also propose that the teacher should do the followings to make a good group processing. They are presented as follows.

- 1) enable learning groups to focus on maintaining good working relationships among members,
- 2) facilitate learning of cooperative learning,
- 3) ensure that members receive feedback on their participation in the group,
- 4) ensure that students think on the meta-cognitive as well as cognitive level,
- 5) provide a means to celebrate the success of the group and reinforce positive behaviors.

d. Components of a Cooperative Learning Activity

There are four aspects in planning a cooperative learning activity (Borich, 2000)

1.) teacher- student interaction

One purpose of teacher-student interaction during cooperative learning is to promote independent thinking. It exchanges between teacher and learners in the classroom focus on getting learners to think for themselves, independently of text. On the other hand, cooperative learning occurs in groups that share a common purpose and task, so the teacher must broaden interactions to fit the zone of maximum response opportunity that is common to most group members.

Teachers' goal is to help the group become more self-reflective and aware of its own performance. Teachers' role is to intervene at critical junctures and then retreat, allowing the group to grapple with the new perspective or information given. In this manner, teachers monitor and collaborate with the group during brief but focused interventions, keeping them on course and following a productive line of reasoning.

2.) student-student interaction

Interaction among students' in cooperative learning groups is intense and prolonged. In cooperative learning groups, students gradually take responsibility for each other's learning. During cooperative learning, the feedback, reinforcement, and support come from student peers in the group. Student-student interaction constitutes the majority of time and activity during cooperative

learning. Groups of four or five, working together in the physical closeness promoted by a common task, encourage collaboration, support, and feedback from the closest, most immediate source—one's peers. An essential ingredient of cooperative learning is each learner's desire to facilitate the task performance of fellow group members.

3.) task specialization and materials

Another component of cooperative learning is the task to be learned and the materials that comprise a cooperative learning activity structure. Cooperative learning tasks are preplanned activities; they are time, completed in stages, and placed within in the context of the work of others. This promotes the sharing of ideas and/or materials and the coordination of efforts among individuals. The choice of task and supporting materials is important to promote meaningful student-student interaction.

Cooperative task structures have the goal of dividing and specializing the efforts of small groups of individuals across a larger task whose outcome depends on the sharing, cooperation, and collaboration of individuals within groups.

4.) role expectations and responsibilities

Proper assignment of roles is important to the success of cooperative learning activities. In addition to groups being assigned specialized tasks, individuals often are assigned specialized roles to perform within their groups. The success of a cooperative learning activity depends on teachers' communication of role expectations and responsibilities and modeling them when necessary. This is another reason why cooperative learning has little resemblance

to loosely formed discussion groups.

If someone's duties are unclear, or a group's assignment is ambiguous, cooperative learning quickly degenerates into undisciplined discussion, in which there may be numerous uninvolved and passive participants. Uninvolved and passive participants are individuals who successfully escape sharing anything of themselves. This defeats the purpose of cooperative learning, for if a group produces an outstanding report but only a few students have contributed to it, the group as a whole will have learned no more than if each member had completed the assignment alone. Worst of all, the critical thinking, reasoning, and problem solving that are so much a part of the shared effort of a cooperative learning activity will not have occurred.

e.Cooperative Learning in the Classroom

According to Slavin (1994) cooperative learning in the classroom, students are expected to help others, to discuss and argue with others, to assess others' knowledge and fill in gaps in others' understanding. Cooperative learning work rarely replaces the teachers' instructions, but rather replaces individual seating arrangement, individual study, and individual drill.

Olsen and Kagan (1992) describe the following examples of cooperative learning activities that can be brought into the classroom:

- a. three- step interview:* (1) students are in pairs; one is interviewer and the other is interviewee, (2) students reverse roles, (3) each member shares with team member what was learned during the two interviews.
- b. roundtable:* there is one piece of paper and one pen for each team, (1) one

student makes a contribution and (2) passes the paper and pen to the student of his or her right or left, (3) each student makes a contribution in turn.

c. think-pair-share: (1) teacher poses a question (usually a low question level), (2) students think of response, (3) students discuss their responses with their partner, (4) students share their partner's response with the class.

d. solve-pair-share: (1) teacher poses a problem, (2) students work out solution individually, (3) students explain how they solved the problem in interviews or Round Robin Structures.

e. numbered heads: (1) students' number as terms to ask, (2) teacher asks a question, (3) students are literally put their heads together and make sure everyone knows and can explain the answer. (4) Teacher calls a number and the students with the number raise their hands and answer the question.

All of the cooperative learning activities stated before were effective to improve speaking learning process. However, considering the identification of the problems at the SMP N 3 Gamping, Think-Pair-Share is the effective activity to improve the English speaking learning process. It expects to invite students to be highly motivated in joining the English teaching learning process considering that one of the problems there was low motivation of the students in joining English learning process. It was because the teaching learning process there was poor. Moreover, Think-Pair-Share gives opportunities in individual learning, pair learning, and groups learning, so it is the effective way to cover the big class with mixed-level students. Finally, Think-Pair-Share gives more opportunities for

students to be active in speaking.

4. Think-Pair-Share

a. The Nature of Think-Pair-Share

Think-Pair-Share was developed by Frank Lyman at University of Maryland in 1985. It introduces the peer interaction element of cooperative learning the idea of “wait or think” time, which has been demonstrated to be a powerful factor in improving students’ response to questions. Along with cooperative learning, Think-Pair-Share also builds learning communities as students will also learn to care themselves and each other, and also manage their own behavior as they work toward a common goal (Kagan, 1999).

Think-Pair-Share is a strategy designed to provide students with "food for thought" on a given topics enabling them to formulate individual ideas and share these ideas with another student. It is associates to encourage student classroom participation. Rather than using a basic recitation method in which a teacher poses a question and one student offers a response, Think-Pair-Share encourages a high degree of pupil response and can help students keeping on task.

Lyman (1988:19) states that Think-Pair-Share is a multi-mode discussion cycle in which students listen to a question or presentation, have time to think individually, then talk with each other in pairs, and finally share responses with the larger group. He reveals that the think pair share is a learning model that can change the atmosphere in the class discussion patterns by providing more opportunities for students to think individually, discuss in pair, and share with others in the whole class.

According to Robertson (2006), the definition of TPS is a strategy designed to enable the students formulate their individual ideas and share these ideas with another student. It is a learning strategy associates to encourage student classroom participation. Rather than using a basic presentation method in which a teacher poses a question and one student offers a response, Think-Pair-Share encourages a high degree of students' response and can help keep students on task.

Whether Fenton (2009) defines TPS as a collaborative learning strategy in which student work together to solve a problem or answer a question about the topic. This technique requires students to think individually about a topic or answer to a question; and then share ideas with classmates. Discussing an answer with a partner serves to maximize participation, focus attention and engage students in comprehending the reading material.

From the definitions above, it can be concluded that TPS is a cooperative discussion strategy that allows students to discuss their responses with a peer before sharing with the whole class. It is a technique designed to enable the students formulate their individual ideas and share with another student whether in pair or group.

b. The Purpose of Using Think-Pair-Share

There are some purposes of implementing Think-Pair Share technique. According to Millis and Cottel: 1998, the purposes of implementing Think-Pair-Share as follows:

- 1) The quality of student responses will increase by giving the 'think' time
- 2) Students become actively involved in thinking about the concepts presented in the lesson
- 3) Research tells us that we need time to accept the new ideas in order to store them in memory. When teachers present too much information all at once, much of that information is lost. If we give students; time to do "Think-Pair-Share" throughout the lesson, more of the critical information will be retained
- 4) When students talk over new ideas, they are forced to make sense of those new ideas in terms of their prior knowledge. Their misunderstandings about the topic are often revealed and resolved during this discussion stage
- 5) Students are more willing to participate since they do not feel the peer pressure involved in responding in front of the whole class
- 6) Think-Pair-Share is easy to use on the prompt of the moment
- 7) Think-Pair-Share is easy to use in larger classes.

Furthermore, Sherman (2008) mentions the purpose of TPS technique is keeping all of the students get involved in class discussion and provides an opportunity for every student to share an answer to every question gave by the teacher. It takes the fear out of class discussion by allowing the student to think carefully about their answer and talk about them with a partner before they are called on to respond. For shy or tentative students, this can help put the shyness back on learning and make them be brave in doing speaking in the classroom.

c. The benefits of Think-Pair-Share

1. The benefits to students

Kristina Robertson (2006) states that Think-Pair-Share strategy is a versatile and simple technique for improving the students' speaking skill. It gives students time to think about an answer and activates prior knowledge. Think-Pair-Share enhances students' oral communication skills as they discuss their ideas with their classmate. This strategy helps students become active participants in learning and can conclude writing as a way of organizing thoughts generated from discussion.

Meanwhile, Spencer Kagan (Jones, 2002) states that the benefit of Think-Pair-Share (TPS) are: (1) the students use most of their time to do their assignment and listen to each other when they are involved in Think-Pair-Share (TPS) activity. There will be more students' raises their hands to answer questions after practicing in a partner. (2) The teachers will also have much time to think when implementing Think-Pair-Share (TPS). They can be concentrating in listening to the students answer, observes students reactions, and give a higher questions for students.

Furthermore, Solomon (2009) states that Think-Pair-Share have many advantages because it provides students with (a) 'think time', a period to reflect and compose their answer, (b) 'behavioral rehearsal time', a period to practice stating their thoughts with a classmate, and (c) five safe options including sharing the thoughts of a learning partner. The research on Think-Pair-Share is compelling

that it encourages increased the student participation, and higher the levels of student thinking and questioning.

2. The benefits to teachers

Teachers also have more time to think when using Think-Pair-Share. They can concentrate on asking higher-order questions, observing students reactions, and listening to the student responses. Class discussion can be a much more relaxing experience for teachers and students.

d. The steps of implementing Think-Pair-Share

Think-Pair-Share has an explicit procedure in giving more time for students to think, answer, and help each other. It is simple, but important, especially in avoiding the mistakes of the work group. In this model, the teacher asks student to think about the topic, pair with another student and discuss them, then share with the whole class.

There are four stages in TPS. They are: (1) The teacher divide students into groups of four and assign tasks to all groups, (2) each student think and do their own assignment, (3) students are paired with one partner in a group and discuss with their partner, (4) both pairs meet in groups of four. Students have the opportunity to share their work to the group of four (Lie, 2004).

According to Robertson (2006), the steps of implementing Think-Pair-Share are:

1. Ask thought provoking question to the students
2. Give students some time to think about the question on their own, as well as

the language they will need to respond

3. Have students share their thoughts with a partner; this gives the students the opportunity to check out their answer with another student or hear another possible answer. If confused, the students can ask their peers for help
4. Finally, ask the students to share thoughts with the whole group which serves as a form of accountability for the students. In this discussion / explanation, the teacher gets feedback on what the students know or do not know through informal assessment.

Moreover Solomon (2009) explains the three steps of implementing Think-Pair-Share activity as follows: step one, each member individually and silently thinks about a question gave by the teacher. Step two, two members are paired to exchange and discuss their responses. Step three, each member may share his response, his partner's response, or something new with group, or entire class.

e. Implementing TPS to Teach Speaking

Various kinds of instructional technique can be used in teaching speaking. Teachers can prepare any technique that meets the needs of the students to achieve the successfulness of the teaching and learning processes.

To make the student improve their speaking ability, the teacher should know the characteristics of a successful speaking activity are (1) learners talk a lot (2) participation is even (3) motivation is high (4) language is of an acceptable level and the speaking problems such as inhibition, nothing to say, low or uneven participation, and mother-tongue use.

The teacher can help to solve some of the problems with speaking activities such as: 1. monologue 2. pair work 3. question and answer drills 4. retelling. Think-Pair-Share as states by Kristine Robertson (2006) is suitable technique to overcome some problem with speaking activity because it is done in pair work. In a Think-Pair-Share, students are also given think time to reflect on a question silently, so that they have more time to process the question, the language, or think of the language needed to convey the answer. By then discussing their answer with a partner and the class, students have the opportunity to increased interaction, and teachers can monitor the activity.

TPS can be modified to fit any class size and any situation. Students do not have to move from their current seats and discussion can be guided. The teacher presents an issue for discussion in the form of a problem or question. Students should be given time (30-45 seconds) to think about the issue, then the students can form pairs to discuss the problem or question. Discussion time can vary depending on the question and how the discussion is going within the pairs. In a final step, individuals share their thoughts with the entire class.

Robertson (2006) gives an example of implementing Think-Pair-Share below.

The teacher asks the class, “Why did the ancient Egyptians create pyramids? Let’s do a “Think-Pair-Share”. Everyone take a moment and think about the question.”

The room is silent for a minute while everyone reflects. At this time the EFL students may be putting together language and content concepts. Next the teacher instructs the students,

“Now turn to the person next to you and tell them what you are thinking”

The EFL student has an opportunity to offer his / her idea in a relatively comfortable setting, perhaps with grammatical errors or to get more information from his / her partner. This can reinforce the student’s

confidence in his / her thinking and provide modeling for how to say the idea correctly in English. The teacher lets students share for a couple of minutes and then brings their attention back.

“Okay, I heard lots of good ideas. Who would like to share what you talked about?”

At this point, when students offer an answer, they have had some time to work with the concepts and also may feel that they are not offering the idea “on their own” but as part of a pair, which may not seem so intimidating (Robertson: 2006)

TPS is one of the most important and beneficial activities that can be used in the classroom. It incorporates the individual, small group, and whole group discussion. This activity presents an opportunity for all students to respond to either a question or task that is provided by the teacher. The question or task can be related to a specific topic. After responding personally and silently, students then share their response with a partner. And if students do not have an answer or what he or she considers an adequate response, he or she may build from his or her partner’s response. Finally, after working through a task independently and sharing privately, the whole group discussion enables the entire class to benefit from the thinking of everyone else. Students will gain immediate feedback about their interpretations and responses.

B. Conceptual Framework

Based on several observations at SMP Negeri 3 Gamping the problems were identified; the first is the teaching activity used by the teacher. It did not provide sufficient opportunity for the students to experience learning, especially in

speaking. The activity had limited chance for the students to practice their English orally and the students failed to achieve the required skills since they were not appropriately challenged by the appropriate learning activity. Some students could speak well in daily conversations. However, most of them could not do that. The activity used did not facilitate students to get more chance in practicing speaking. Moreover, most of the students were shy and did not have self-confidence to speak in English. The low learning motivation of the students indicates that the activity used by the teacher was not interesting and not appropriate to cover their learning needs. The second is the class size. The class size was quite big with mixed-levels of students' ability. There were many passive students and the learning activities were still dominated by the students with high level of ability. Regarding these problems, Robertson suggested the use of think-pair-share activity of cooperative learning during the teaching-learning process.

According to Robertson (2006), Think-Pair-Share is a suitable activity to overcome problems with the speaking activity because it is done in pairs. In a Think-Pair-Share activity, students are also given time to think and reflect on a question silently, so that they have more time to process the question, the language, or think of the language needed to convey the answer. By then discussing their answer with a partner and the class, students have the opportunity to increase the interaction, and teachers can monitor the activity.

Considering the theory, action research was conducted in order to describe some steps of implementing think-pair-share to improve the speaking learning process for students of grade VIII at SMP N 3 Gamping. At the beginning

of the research, some problems are investigated through the process of reconnaissance. After considering the focused problems, the researcher, by working collaboratively with the English teacher, plans some actions to overcome them. The actions include think-pair-share activity, in which the steps consist of planning, acting and observing, and reflecting the actions. The action of think-pair-share is aimed at improving the students' learning process in order to be better in speaking, motivation, interest and participation.

The actions were then implemented as a way to solve the existing problems in the field. The implementation of such action was evaluated to know their effects on the students' speaking learning process. The evaluation was aimed at helping the researcher in deciding what to do in the next. If some weaknesses appear, the researcher modified the actions to be implemented as the continuation of the previous action. It is the starting point of the second cycle of the research.

The think-pair-share was applied in each meeting. Each meeting consists of three steps; those are: pre-teaching, whilst teaching, and closing. The think-pair-share is conducted at the pre-teaching, whilst teaching steps. It is expected that there will be some changes in the speaking learning process at Grade VIII in SMP N 3 Gamping.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

This research was action research because it attempted to improve a certain condition by involving participants in the setting where the research was done. This research focused on the effort to improve the speaking learning process through Think-Pair-Share. The researcher invited the English teacher and students to work collaboratively.

B. Setting Time and Place of the Research

The research was conducted among VIII grade students of SMP N 3 Gamping which is located at Ring Road Barat, Gamping, Sleman. The research was carried out in the second semester of the 2011/2012 academic year from May to June.

C. Data Collection Technique

The data were qualitative in nature. The data were in the forms of opinions, obstacles, preferences, and expectations of the participants. They were obtained from observation, questionnaires to the student, and interview the English teachers and some of the students as the research members. The researcher also prepared the speaking test to support the qualitative data. It would show the improvement of the student's speaking score as the one of the evidence of the effectiveness of Think-Pair-Share for the student's speaking learning process.

a. Observation

Observation was conducted to get information for supervising, inspection on

the next action plan. The researcher observed what happened in the classroom when the action plan was conducted. In this case, field notes were used to describe what happened in the classroom. The description was the implementation of using mind mapping to improve speaking learning process. Besides the researcher, the observation was also be done by the English teacher as the collaborator (see Appendices 2 and 3 for the result of observations).

b. Questionnaire

The questionnaire consisting of 10 open-ended questions was administered to the students to gather information about the students' point of view as well as their learning needs dealing with the speaking learning process in their class. The questionnaire was also administered in order to identify the students' improvements in learning speaking after the implementation of Think-Pair-Share. The questionnaire which consisted of 5 open-ended questions was administered at the end of the implementation stage of Cycle 2 (see Appendix 5 for the result of questionnaires and 6 for the analysis of questionnaire).

c. Interview

Interview was done to get the data about teacher's and students' behavior while and after the teaching and learning process. It was planned but unstructured. In this interview the researcher got information for supervising, inspection on the next action plan. The result would be note in the interview transcripts.

In the interviewing session, the researcher asked some planned questions but she allowed the students and teacher to say whatever related to their ideas about speaking learning process through Think-Pair-Share activity. The researcher

interviewed the English teacher and some students of second grade in SMP N 3 Gamping. It was done after the action was implemented (see Appendix 4 for the result of interview).

d. Speaking tests

Test was very important to diagnose learner's weakness besides to measure the learner's achievement and mastery. It was also a way to find out whether there was an improvement or not. The test was prepared by the researcher and administered in the end of each cycle. It was conducted to support the qualitative data. The speaking data expected to show the improvement of the student's speaking score as the one of the evidence of the effectiveness of Think-Pair-Share for the student's speaking learning process. (see Appendix 11 for the result of speaking test).

D. The Analysis of the Data

The analysis of the data was done by reflecting each research cycle. Then, the result of data analysis was presented in the form of description of the teaching-learning process in which some actions were implemented to improve its quality. The field notes, the interview transcripts, the diagnostic test results, and the result of the questionnaires supported the researcher in describing the data.

According to Miles and Huberman (1994) as cited by Sugiyono (2007), the qualitative data is analyzed interactively and continuously. The analysis is stopped when the data has saturated. The analysis of qualitative data included the process of data reduction, data display, and conclusion drawing/verification.

1. Data Reduction

Data reduction means summarizing, choosing the main information needed by focusing on the important information, looking for the theme and its pattern and removing unused information. It was needed because the data collected from the field were still in great quantities and complex. This process provided a clear map about the data and was helpful in doing the next data collection process to complete the data.

2. Data Display

The aim of displaying data was organizing the data based on the relation among the category in order to be easily understood. Thus, it was identified what had been got, what was happening, and what should be done next. Most of the qualitative data were presented in the form of narrative text.

3. Conclusion Drawing/Verification

In this stage, the conclusion was drawn and the data were verified. There would be a provisional conclusion and it could change if new data were found from the field. However, it was a credible conclusion if the data collected in the next process supported the previous conclusion.

E. Procedure of the Research Study

The procedure of the research on improving the speaking learning process through Think-Pair-Share began with determining the thematic concern on the reconnaissance and followed by planning, acting and observing, and doing reflection.

a) Determining the thematic concern on the reconnaissance

In this step, the researcher interviewed the English teacher to identify the existing problems related to the teaching learning process in the classroom. Then, she got some problems in teaching learning process, especially in speaking. Based on the interview, the researcher found the main problems in teaching speaking learning process to be handled.

b) Planning

The researcher decided some actions to be implemented in the class. She proposed to use cooperative learning. She then listed the activities to be planned to improve the speaking learning process through Think-Pair-Share.

c) Action and observation

While the action was being implemented, the researcher wrote her interpretation of the phenomenon happened there. The implementation was then observed and discussed with the English teacher and students to improve the next action.

In this action, the teacher was a participant observer who besides observing and writing the field note, he also helped the researcher in teaching learning process. The researcher then interviewed the students and the English teacher after the teaching learning process ended.

d) Reflection

In the reflection, the researcher discussed and evaluated the implementation of the action. All of the members involved discussed the effectiveness of the action as well as the problems happening in the classroom during the

implementation of the action. The evaluation was used to write the report of the research and show the effects of the actions on the speaking skills. The action that was unsuccessful be modified with suitable ones. The action that was successful was used again in the next action.

F. Data Validity

The validity of action research corresponds to the credibility and trustworthiness. According to Anderson *et al* (in Burns 1999: 161-162), there are five validity criteria that are included in action research, i.e. democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. Two of those kinds of validity were fulfilled in this research.

1. Democratic Validity was done collaboratively showed the accomplishment of democratic validity. The various perspectives that appeared from all of the subjects who had contributions to the problems proved that this action research was done by considering the aspect of social justice.
2. The outcome validity relates to the notion of actions leading to the outcomes that was successful within research context. The researcher tried to get outcome validity by looking at the result of the actions. The researcher saw the success and failure of the implementation of the actions. The research could be said to be successful if there were some improvement in the teaching learning process.
3. The process validity involved the process of examining whether the process in each stage of action research project was sufficiently done. It showed the way

of selecting the problems and the process of how those problems were solved.

The process was described through narrative forms containing what actually happen in the setting, not the subjective perspective of the researcher.

4. The catalytic validity deals with the opportunity which the participants get to deepen their understanding of the research by monitoring other participants. In this research, the researcher asked the students about their responses to the changes occurring to themselves.
5. The dialogic validity relates to the extent that parallels with the processes of collaborative enquiry of reflective dialog with “critical friends’ or other participants. After conducting some actions, the researcher collaborated with the English teacher to review the value of the actions.

Burns (1999) states that triangulation can be used to check the validity of the data. If the data gathered from different method is the same, then the data tend to be valid (Burns in Burns 1999: 163). The kinds of triangulations are time, space, investigator, and theoretical triangulation. In this research, the researcher used time triangulation by collecting the data over period of time to get a sense of what are involved in the processes of the changes. In this research, the researcher gathered the data through having a pre-test and post-test. Furthermore, the portraits of the classroom situation were recorded in the observation checklists and field notes which were taken in every meeting.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This research was action research, which is aimed at improving the speaking learning process for grade VIII students of SMP Negeri 3 Gamping. The research started from the process of reconnaissance to identify the existing problems on the field, and the speaking learning process was the focused problem to be solved. The actions were aimed at improving the speaking learning process of the students. Then, some lesson plans were developed. Think-Pair-Share was implemented in two cycles, which consisted of three stages for each cycle, i.e. planning, action and observation, and reflection.

A. Reconnaissance

At the beginning of the research process, the researcher did some steps to find the field problems. The researcher conducted observations of the English teaching-learning process at Grade VIII E and held some interviews with the students and an English teacher. Those were aimed at identifying the field problems of the English teaching-learning process, particularly in speaking.

The situation of the speaking learning process before the implementation of the actions can be seen in the following vignette.

VIGNETE 1: Speaking Learning Process

Thursday, February 16th, 2012

The researcher came when the teacher was still at a teacher office. Before entering to the class the teacher gave some information about the class, and the characteristics of the students at the class. It helped the researcher to have basic information about the class. Finally, the bell rang and we entered the class.

The teacher then reviewed the previous materials about “Expression”. He tried to use classroom English as well as possible. Unfortunately, the students did not

respond to the teacher's questions about the topic. The teacher then gave a stimulus by offering some examples. Finally, some students gave responses, even though the teacher should use Indonesian. The teaching learning process then was continued by discussing their homework. Some students gave responses while others were noisy talking about other topics out of the learning materials. It ran until the discussion on the homework was over.

The teacher then introduced the next topic about "Make a Phone Call". Without giving enough presentation about the topic, the teacher asked to the students to do the first task taken from the textbook, i.e. answering some comprehension questions based on the dialogue, without practice it in a speaking activity.

The students were allowed to have discussion with their classmates to do the task. While the students were doing the task, the teacher moved around the class to give feedback or helped the students. Some students were busy discussing the task, but others were noisy talking about other topics out of the learning materials if the teacher did not check their work. The teacher asked whether the students had finished doing the task. There were some students who had finished, but the others had not. The teacher left the students who had finished earlier without giving any works. Unfortunately, those students became noisy. The teacher discussed the answers of the first task with the students. It was only the self-same students who presented the answers. Some students were still noisy during the discussion. The teacher then asked to the students to identify some expressions of "Make a Phone Call" used in the dialogue. Then, the teacher wrote the expressions on the blackboard and gave some explanation. The teacher asked whether the students found any difficulties.

The students moved to the second task. They had to read aloud a dialogue. Some students did not read the dialogue aloud, or even they did not read the dialogue at all. The teacher asked whether there were any difficult vocabulary found in the dialogue. The teacher discussed the content of the dialogue as well as gave feedback to the students' pronunciation. The teacher asked whether the students found any difficulties. The students moved to the third task, i.e. completing a phone message form. While discussing the answers, the teacher asked a student to answer the task since he did not pay attention to his explanation.

After finishing the learning materials, the teacher asked whether the students found any difficulties. Since there were no questions, the teacher closed the class. He did not summarize the materials.

The vignette above shows that the speaking learning process was not been carried out maximally. The students were not exposed to adequate speaking activity. When this problem was confirmed to the teacher, he said that the speaking skill would not be examined in the National Examination, so it did not receive much attention during the English teaching-learning process. It means that

the speaking learning process tended to be neglected.

Questionnaire was also given to the students to find out their point of view about English, their learning motivation and their learning needs. In order to investigate the students' speaking achievement, as a result of the speaking learning process, a diagnostic test was administered to the students in the pre-test. The students were asked to introduce themselves completely. From the test results, it was found that the students' speaking ability was varied. There were some students were able to actively in English speaking, but most of them just a little bit responded even just kept silent.

1. Identification of the Field Problems

After having some observations during the teaching-learning process, having some interviews with the teacher, giving a questionnaire and administering a diagnostic test to the students, some problems were identified as follows:

Table 1: Field Problems Concerning the Teaching-Learning Process

No.	Problems
1.	The teacher tended to be book-based
2.	The speaking learning process was poor
3.	The group work was rarely done
4.	The students lacked vocabulary
5.	The students were lazy to respond when the topic was not interesting
6.	The students did not have self-confidence with their speaking ability
7.	The students tended to have low learning motivation
8.	The high-ability students often dominated the teaching learning process,

	while the low-ability ones tended to be passive
9.	The class was quite big with multiple proficiency level of the students

From the table above, it can be seen that the problems found during the teaching-learning process dealt with the students, learning materials, teaching activity and classroom management. However, this research was only focused on investigating the problems dealing with the speaking learning process. For those reasons, the following feasible problems were chosen to solve.

Table 2: The feasible Problems to be solved

No.	Problems
1.	The speaking learning process (teaching activity) was poor. The students had limited chance to practice speaking
2.	The class was quite big with multiple proficiency level of the students (class size)

2. Determining the Actions to Solve the Field Problems

After choosing some feasible problems, some discussions were carried out by the researcher and the teacher to determine some actions to overcome those problems. This was done to fulfill the democratic validity. The actions concerned the speaking learning process that has not been well executed.

The action planned by the researcher and the teacher was implementing Think-Pair-Share activity. Such a class condition entailed a new activity in order to maximize the students' participation in the teaching-learning process. In implementing Think-Pair-Share, the students did not only work individually all the time, but they also needed to be given more chance to work together with their

classmates to get more self-confidence practicing their English orally, and finally share their ideas with their group. These actions were expected to improve their speaking activity.

3. The Relationship between the Actions and the Field Problems

The relationship between the actions and the field problems were then considered by the researcher and the teacher. The following chart shows which field problems could be solved by using the designed actions.

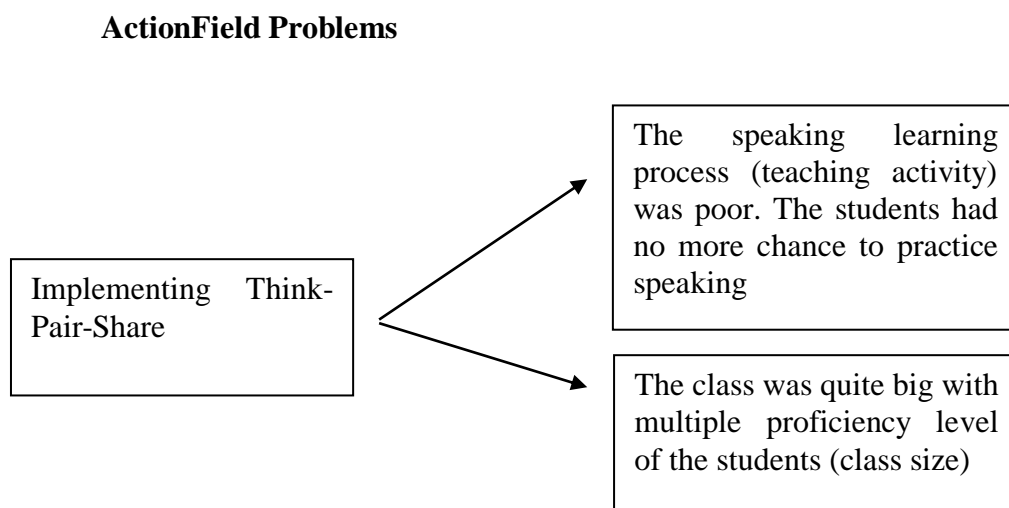


Figure 2: The relationships between the action and field problems

Implementing Think-Pair-Share was expected to improve the speaking learning process by solving some problems raised in the field. In this case, the activity was designed to give more chance to the students to practice their English orally, and it was expected covering all of the students in a big class. The

materials were also designed to give an interesting material around their environment. It would be give the students chance to have more motivation in learning process so that their speaking learning process could be improved.

The material and the topic to practise were not too easy or too difficult for them, so they could challenge the students appropriately. By having this interesting material, the students were expected to enjoy and experience the speaking learning process as they walked through their own path.

When the students have been appropriately challenged, their learning motivation was expected be improved so it could invite them to actively participate in speaking learning process. They became more confident with their own ability and were not reluctant to express their ideas, especially in the form of speaking products.

The implementation of Think-Pair-Share was expected to help them to be active in the speaking learning process. In learning speaking, the students needed more chances to practice speaking. The students should experience learning by being given greater opportunities to actively participate in the speaking learning process both as individuals, as peer and as group members. They should know their own ability. They should also understand their social roles by having a great deal of interactions with others through group works. By giving greater opportunity to the students to work in groups, there were interactions among the students. They were placed in a more relaxed learning atmosphere. So, they were motivated to speak better. They were expected to enjoy learning by being confident to express ideas in mind. That is why their involvement in the teaching-

learning process improved and all of the students could actively participate in every speaking learning activity.

B. The Report of Cycle 1

1. Planning

In this section, the action planned after considering the problems found in the teaching-learning process are elaborated. The researcher determined the instrument of pre-test and post-test. The pre-test was conducted to gain information about students' speaking ability before the action, while post-test was conducted to gain information about the students' speaking improvement after the implementation of the actions. The pre-test was done before the implementation of cycle 1, and post-test was done in the end of the implementation of each cycle. It was important to see the improvement of students' speaking before and after the implementation of the action.

The pre-test was carried out on May 15th, 2012. It lasted for 90 minutes. The researcher used "introducing self" as the topic in the pre-test. The test was an interview about the students' family and future plan after finishing school. The students were asked to come in front of the class and did an interview with the researcher. They could tell everything about themselves (their family, and also their plan after finishing schools). After finishing the interview, they got back to their chair.

From the activity above, the researcher noted that the students had a low speaking ability, and it was the result of the speaking learning process, which was

not carried out maximally. Some students could actively introduce themselves and their plan after finishing study but most of them were just able to tell their name and their family or even just kept silent. The researcher tried to help by asking some questions but they could not answer in English orally. They felt nervous to speak in front of many people. They had to translate word by word to say something because they rarely used English in their daily conversation. See Appendix 7 for the result of pre-test.

In learning speaking, the students needed more chances to practice speaking. The students should experience learning by being given greater opportunities to actively participate in the speaking learning process both as individuals, as peer and as group members. For this reason, the action to be taken was implementing Think-Pair-Share.

Think-Pair-Share was therefore aimed at giving adequate opportunity to the students to participate actively in the speaking learning process. The main consideration while determining the appropriate setting of the activity was the big size of the class in which the students have varied levels of English proficiency. Therefore, most of the activities were developed as an individual, peer, and group working activity. This was aimed at helping the teacher to manage the class and providing the students with a more relaxed learning atmosphere. The individual activity was done to build the student's self-confidence before they had peer and group activity. It was designed for the production stage when the students should think about their ideas about a topic given by the teacher. These kinds of activity were aimed at motivating the students to work independently based on their own

ability. When the time was up, they were asked to have a peer activity, and group activity. In relation to the students' peer activity, the students grouped their own classmate, while in the group activity they were grouped behind or in front of the classmate they sit on. The kind of grouping was based on the consideration that most of the students usually felt more comfortable if they asked a question to their friends instead of the teacher. Each group was then divided into some smaller groups consisting of 3-4 students. Here, there were 8 groups in the class.

In the implementation of the action, all purposes and rules dealing with the implementation of Think-Pair-Share, were explained by the teacher. All of the students were reminded to be responsible for their own learning. Here, the students, the researcher, and the teacher helped the researcher to observe the teaching-learning process. However, the focused points to be observed were discussed firstly by the researcher and the teacher before taking actions, so it was not out of the concept. This decision was taken by considering some feasibility and practicality factors. Since this research was done collaboratively, the researcher worked together with the teacher in planning everything before implementing the action and sharing ideas during the implementation as well as reflection stages. This fulfills the requirements of democratic validity.

2. Actions and observation

The implementation of the action in the first cycle was done on May, Thursday, 10th, Saturday, 12nd, Thursday, 17th, and Saturday, 19th 2012. The topic for the first cycle was "describing people". First, the researcher explained what Think-Pair-Share was. She told the details of how to do Think-Pair-Share, and

told them that they would practice it in the speaking learning process. The students were enthusiastic because it was a new activity, which had never been heard before. It was a chance to invite them to be active participates.

During the action, both the teacher and researcher observed the teaching and learning process whether the plans agreed before were implemented, changed, or improved. The teacher and the researcher also observed the students' reaction to the implementation and the students' improvement. Furthermore, the researcher asked to the students to implement Think-Pair-Share.

Before implementing Think-Pair-Share, the lesson was started with matching the picture with the description in the box. The students did it together when the learning process started. The students matched pictures with the description in the whiteboard. Then they listened to the recording and number the pictures based on the recording they listened. In activity 3, the students started to implement Think-Pair-Share. In implementing Think-Pair-Share, the students thought silently about the picture they have. They were asked to think how to describe the picture in their hand. Then, the students paired up during the second step and exchanged thoughts. In the third step, the pairs shared their responses with other pairs, other teams, or the entire group. The students looked really enjoy the speaking learning process. It could be seen in their enthusiasm in every step of the Think-Pair-Share implementation, even in activity 4. They really enjoyed it. It could be seen in Field Note 2.

Peneliti memberi waktu 5 menit kepada para siswa untuk memikirkan siapa teman terbaik mereka. Kemudian mendekripsikannya dengan pasangannya, dan dia dikatakan berhasil jika pasangannya bisa menebak siapa orang yang dimaksud. Dan ini dilakukan juga ketika mereka berada di dalam kelompok.

The researcher gave 5 minutes to the students to think of their best friend. Furthermore, they should describe to their partner, and they were success when their partner could answer whom the person guessed. And it was done also in the group activity.

(Appendix 2, Field Note 2)

In the next activity, there was a descriptive text and some comprehension's questions to ensure their understanding. They seemed more enthusiastic when they turned to the next activity. Their enthusiasm could be seen in Interview1.

R : Researcher

Ss : Students

R : gimana dengan bacaan atau text yang saya berikan?

S1: asik sih mbak jadi kita semakin paham apa dan bagaimana mendeskripsikan seseorang atau sesuatu. Jadi pada saat kita sudah faham baru kita praktekan. Jadi lebih mudah mbak. Liat aja tadi anak-anak pada antusias baca dan ngerjain soal- soalnya. Soalnya topic nya juga menarik sih, tentang Sule. hehe

S2: asik, lumayan lah mbak jadi kita ada referensi, gak cuma diterangin gini-gini trus langsung praktek, bingung mbak. Kalo tadi kan anak-anak tu antusias buat baca dan ngerjain soal- soalnya. Beda kalo dibanding sebelumnya.

R : *what is your response to the text that I have given to you?*

S1: *it's fine and we understood well because of the example which was given. It made us easier to practice after understanding the descriptive texts. You saw that the students enthusiastically read and answer the questions.*

S2: *feel comfortable because we got reference. We weren't only given explanation by the teacher and asked to practice it. You know, the students enthusiastically read or answered the question. It's different from the previous one.*

(Appendix 3, Interview 1)

In activity 6, they were asked to deeply understand about descriptive text, and what the expressions are usually used to describe people. In Activity 7 they were asked to complete the dialogue. It invited them to really understand how actually describes someone. The researcher continued the learning process by asking the students try it out acting the dialogue in Activity 8 after they red the dialogue. It was done to warm them up again in implementing Think-Pair-Share.

They did it well even though there was still some students did not interest the activity.

Implementing Think-Pair-Share was also done in Activity 9, 10 and 11. The students were asked to imagine their best friend in their class. The researcher gave 5 minutes to think about what they would tell to their pairs about the description of their best friend. They should be able to invite their partner be able to find who the person was. When their partner was able to guess the person, they were successful. It was also done when they worked in groups.

Implementing the Think-Pair-Share activity in Cycle 1 was successful enough, even though there was some student who seemed to not enjoy the activity. It can be seen in the following interview transcript.

R : Researcher	S : Student
R : Kalo menurut Yoga, aktivitas Think-Pair-Share tadi gimana? Menarik nggak?	S: Hmmm, menarik si menarik, tapi saya agak kurang suka pas berdua.
R: Kenapa?	S: karena cuma berdua aja, lebih seru pas berkelompok yang 4, lebih gampang juga diskusinya. Kalo Cuma dua ya masih susah gitu.
<i>R: What do you think about the activity of Think- Pair- Share? Was that activity interesting?</i>	<i>S: Hmmm, it was interesting Miss, but I do not like peer activity.</i>
<i>R: Why?</i>	<i>S: It was because in group of 4 students was more fun and easy in the discussion process.</i>

(Appendix 3: Interview 2)

Based on the above interview transcript, it could be concluded that not all of the students enjoyed all the activities. They still found difficulties in the speaking class when the researcher implemented the pairing activity. The researcher also observed that the use of the pairing activity did not encourage the students to get

involved maximally in the teaching and learning process. The student who was paired with the smart student could increase their speaking activity. However, when two low achieving students were paired together, they could not discuss maximally because they only shared their confusion.

The English teacher also stated the same opinion about the implementation in cycle 1. It was about the student's interesting. It can be seen in Interview 3.

R : The researcher

ET : English teacher

R : bagaimana dengan cara mengajar saya Bapak?

ET : Sejauh ini sudah bagus, terlihat para siswa antusias. Soalnya biasanya gak seperti itu. Kebanyakan dari mereka tu Cuma bercanda kalo gak pada maen sendiri, tapi tadi mereka tu bisa ngikutin dengan baik ya walaupun gak begitu pinter pas ngikutinnya. Tapi kayaknya memang ada yang tidak menikmati pas berpasangan mbak. Kalau menurut saya itu karena pengelompokannya saja yang mungkin perlu dipertimbangkan kembali. Yang pinter sama yang agak kurang, jadi bisa saling melengkapi. Bisa diperbaiki besok di cycle 2 yaa.. Tapi sejauh ini perkembangan anak-anak sudah sangat bagus. Karena mereka jadi berani ngomong bahasa inggris.

R : what about my teaching activity?

ET: so far so good. The students were enthusiastic. Usually they just joked, or played with their friends, when the teacher was explaining the materials. Just now, they joined the lesson well although they were not too smart. However there were some students who did not enjoy the pair activity. I think we needed to think about the group. The high achievement students with the low achievement students, is better. In Cycle 2, we applied it. But so far so good.

(Appendix 3, Interview 3)

From the interview it could be seen that the Think-Pair-Share could be applied well even though there was still a problem. The speaking learning process could run well because the students were enthusiastic in speaking English. It helped them well in improving the speaking learning process. It could be seen from their motivation and their participation during the speaking learning process.

3. Reflection

After conducting the actions in Cycle I, it was the evaluated by the researcher through some small discussions with the teacher. Some students were also interviewed to investigate the impacts of the actions to the students. These were done to fulfill the democratic validity.

From the discussions as well as the interviews, it could be identified that generally the actions implemented were effective to improve the students speaking learning process. However, there was also some ineffectiveness found in the implementation of the action. Here is the further explanation about the details.

In general, the implementation of Think-Pair-Share brought some learning improvement to the students. The students who usually passively participated became a little bit more active in speaking learning process even though this activity still dominated by the high-ability students. The low-ability students were more challenged by activity which forced them to be more active. It is shown in the following interview.

R : Researcher

Ss : Students

R : Trus untuk Think-Pair-Share, menurut kalian gimana? menyenangkan?

S1 : Mm,lumayan Miss. asik yaa

S2 : He eh.

R : emang menyenangkannya gimana?

S1 : iya bagus miss, soalnya kita jadi lebih PD ngomong bahasa inggrisnya...

R : emang biasanya gak PD kenapa?

S2 : mungkin karena gak ada kesempatan miss, dan rata2 yang pinter-pinter aja yang ngomong. Kalau ini kan kita memang dipaksa ngomong.... Soalnya berkelompok jadi gak malu... hehe

S1 : iya, kita juga gak bosan kalau belajar bahasa Inggrisnya kaya gini.

R : What do you think about Think-Pair-Share? Was it fun?

S1 : Umm, they were challenging. Yeah, it was so fun

S2 : Yeah

R : Could you tell me more?

S1 : yes, it was good, we were more self-confident to speak in English

R : Did not you have self-confidence to speak in English?

S2 : it was because we did not have more chance to speak in English, and just the high-ability students spoke up. By implementing this, we were forced to speak, and it was fine for us by working in the right group. It made us more adventurous or not shy anymore)

S1 : Oh, that was good. We were not bored in learning English

(Appendix 3, Interview 4)

Interview 4 was conducted to the students who usually passively participated in the learning process. From the interview it can be seen that the implementation of Think-Pair-Share brought some positive impacts to the students. Based on the interview, Think-Pair-Share could facilitate their learning. They were appropriately challenged because the activity forced them to speak up. They got more self-confidence to speak actively without any doubt anymore because they had a group in which they could share their ideas freely. In addition, the students did not get bored in doing any learning activities.

In implementing Think-Pair-Share in Cycle 1, all of the activities actually ran in line with the plans. However, based on the observation, and the interview of the students and the teacher, there were still some students who were not interested in one of the activity. It was the peer activity. The students felt uncomfortable with their partner so that it could not help them to have more discussion and actively participate in speaking English. There were students who had the same level partner, so both of them did not know what they should do and what they should discuss.

It was also found that there were some students who tended to depend on others in the group activities. The entire members in the group actually had the

same responsibility with their group but some groups seem different. The entire members depended on a student, so that it could not help them to have more chance to try to speak English more. However, it was an effective activity to manage the big class in the speaking learning process.

C. The Report of Cycle 2

1. Planning

Based on the reflection elaborated in the previous section, it was found that Think-Pair-Share activity were effective to improve the speaking learning process in terms of students' speaking learning process, their participation, their motivation and classroom management. However, there was still some ineffectiveness found during the implementation of the actions. The ineffectiveness is as follows:

- a. The students with high-ability still dominated the learning activities.
- b. Some students were not interested in the peer activity
- c. Some students tended to depend on others to share ideas in the group activity.

Considering the problems found during the implementation of the actions in Cycle 1, the researcher and the teacher had some discussions to plan the actions to be implemented in Cycle 2. This process was done to fulfill democratic validity. Actually, the actions were just the same as those implemented in Cycle 1. However, the implementation of the action was modified as a way to overcome the problems. The actions are elaborated as follows.

The implementation of Think-Pair-Share was modified as a way to provide

equal chance for all students to take part in the speaking learning process. In this case, the teacher's role to control the students' behavior needed to be improved. There were groups, which consisted of the students who depended on others, besides just the high ability students who dominated the learning activity. If their behavior was not managed well, they could not try to speak up more. Thus, the students were warned to manage their behavior during the teaching-learning process.

Besides improving the quality of the teacher's role as a controller, it was also necessary to group the students randomly once in a while. This was aimed at motivating the students to be ready to work with anybody in the classroom. It made them responsible for their own learning. It was also expected to cover the students who were not interested in a peer activity.

Each group was also invited to share their discussion in front of the class. It was chosen randomly. They were expected to invite all of the members of the groups to be ready to share their own group's ideas to others.

2. Actions and observation

The implementation of the actions in the second cycle was done on May, Thursday, 24th, Saturday, 26th, Tuesday, 29th, Thursday, 31st, 2012. The topic for the second cycle was "what is your plan?". The implementation of action in Cycle 2 is described as follows.

Implementing Think-Pair-Share was started in answering some questions based on the picture, and it was connected with their real life. The researcher

asked the students about their plan in the next holiday and plan after finishing their study. It was successful to stimulate them to be active to answer the questions.

In Activities 2 and 3, the researcher tried to invite all of the students to be more active. The researcher invited the passive students to answer, and give the same chance for all students to respond. Even though it was successful, the researcher needed more time to invite them to be more active in speaking. In Activity 2 they were asked to listen to the recording, read a dialogue and answer the questions based on the dialogue. It stimulated them to have self-confidence trying to speak English. In Activity 3, they were invited to read the dialogue and act them out with their own partner which had been randomly selected. Activity 4 invited them to identify some expressions used in asking and telling someone's plan. They found it in Activity 3. They did it well and they were ready to implement Think-Pair-Share in the next activity.

In the first cycle they had done Think-Pair-Share with another topic, so in this section they did not need to try it. They were directly asked to implement Think-Pair-Share in Activity 5. What made it difference was the pictures presented because they usually did Think-Pair-Share with the topic. In this cycle, the researcher added pictures as a new material to make the class more interesting and enjoyable.

All of students started to implement Think-pair-Share, and they seemed to be more enthusiastic. It can be seen in the following interview.

R : Researcher**Ss : Students**

R : gimana dengan think-pair-share barusan?

S1: waah asik banget mbak, lebih nyenengin kalo pake gambar. Soalnya kita jadi bisa lebih berimajinasi tentang gambar itu, jadi lebih bias banyak yang mau diomongin. Karna think-pair-share mikir dulu, kita jadi ada bahan apa yang akan disampaikan nanti dengan teman pasangan atau dengan grup. Jadi gak malu lagi.. hehe

S2: iya mbak betul, dulu tu aku suka gak pede kalau suruh ngomong bahasa inggris, takut salah, kan malu jadinya.. tapi kalau dibikin dengan teman pasangan dan grup jadi gak malu.

R : *How about Think-Pair-Share?*

S1: *it's really interesting, more fun because of the pictures. The pictures invited us to imagine what happened in that pictures, so we had more topics to speak. Think-Pair-Share gave us time to think firstly so we could be more active then with our partner and group.*

S2: *It was right, Before I did this activity, I was shy when the teacher asked me to speak English, however, Think-Pair-Share made me more confident to speak up in front of my partner or group.*

(Appendix 3, Interview 6)

From the interviews, it can be seen that the students were more enthusiastic in doing Think-Pair-Share because the pictures invited them to have more imaginations about what happened in the pictures. It helped them to have more topics to share with their pair and their group. The researcher used this occasion by continuing the next activity. She invited them to find how to tell someone's plan, and how to ask someone's plan. And they did it well, they found the expressions of how to ask and tell plan.

The students look really enjoyed the speaking learning process. It could be seen in their enthusiasm in every step of the Think-Pair-Share implementation in the next activity. There are some topics to implement Think-Pair-Share, and they do it well. By grouping the students randomly, all of the students were surprised and enjoyed the result of the randomization. Finally, there were no students who

were not interested in their partner, and all of the groups could be active in implementing Think-Pair-Share in the speaking learning process. It can be seen in the following interview.

R : The researcher

Ss : Students

R : gimana dengan think-pair-share yang barusan? Kemarin kayaknya ada yang kurang suka dengan aktivitas berpasangannya kan? He he

S1 : wah asik banget mbak, iya, soalnya dapetnya yang sama-sama pemalu, jadinya bingung mau ngomong apa. Kalau pake diacak kan jadinya lebih enak, meskipun dapet yang sama-sama pemalu, setidaknya sudah lebih berani ngomong pas di grupnya.

S2 : iya mbak betul, misal pas berdua belum begitu banyak ngomong tu pas di grup jadi rame, karena lebih banyak yang berpendapat. Jadinya yang semula belum punya pendapat jadi terinspirasi mau ngomong apa.

S3 : iya mbak, yang ngomong juga udah gak yang pinter-pinter aja kalo diacak.. soalnya kan yang pinter jadi nyebar, jadi bisa sekaligus ngajari yang belum begitu brani ngomong.

R : *How about Think-Pair-Share? There were some students who did not like the peer activity, right?*

S1 : *it's really interesting, yes, because when we have the same level ability students, we get confused with what we want to discuss. However, when it is done randomly, although we have the same level partner, we have the chance to speak up in the groups.*

S2 : *It was right, when we did not speak up well in the peer activity, we could do it in the groups. It is because there are more students to discuss. It helped us to get inspiration of what we wanted to share.*

S3 : *Yes miss, it was right. All of the students from all levels could be active because the high level students were not on one group, so they could also help us to speak up.*

(Appendix 3, Interview 7)

The teacher also gave comments on implementing Think-Pair-Share. It can be seen in interview 18.

R : The researcher

ET: English Teacher

R : bagaimana dengan Think-Pair-Share kali ini Bapak?

ET : wah bagus sekali mbak, terlihat para siswa lebih antusias. Mungkin karna ada penambahan banyak gambar untuk melaksanakan Think-Pair-Share, jadi mereka lebih bias kreatif mau ngomong apa tentang gambar itu. Dan terlihat

semua sangat aktif, yang semula tidak aktif jadi tidak malu lagi. Kalau biasanya kan mereka takut salah, tapi dengan Think-Pair-Share jadi gak takut salah wong awalnya mikir dulu mau ngomong apa, terus sama temen sebangkunga, dilanjutkan di grup. Kan jadi lebih siap.

R :*what about Think-Pair-Share, Sir?*

ET: *it was so good. The students were very enthusiastic. I think it was because of the pictures you added so they were be more creative in what they wanted to share based on the pictures. It can be seen that all of students were very active. The passive students were also active because they had time to think before they shared their ideas with their partner and their group. It made them better prepared.*

(Appendix 3, Interview 8)

From the interview it could be seen that the Think-Pair-Share could be applied well. The speaking learning process could run well because the students were enthusiastic in speaking English. It helped them well improve their motivation in learning English and especially it helped them much improve their speaking.

3. Reflection

After conducting the actions in Cycle II, the research team had a small discussion. In the discussion, they analyzed the data from the observation and interview transcript to evaluate the actions that have been conducted. The members of the research were free to express their opinion, feeling, and suggestion, related the implemented action.

Implementing Think-Pair-Share was effective in improving of students' interest and motivation in joining the speaking learning process. It also improved the students' enthusiasm in speaking and social relationship between the students. The problems found in Cycle 1 could also be solved in this cycle. However, there was still a weakness. Some students complained when their partner was changed.

It wasted time. It made the classroom noisy at that moment. However, in a few minutes, the students could cooperate well in implementing Think-Pair-Share. The speaking teaching-learning process was very effective.

D. General Findings

In reference to the implementation and the reflections of the actions in Cycle 1 and Cycle 2, the general findings were identified as follows:

1. The implementation of Think-Pair-Share could improve the students' speaking learning process. The activities done by the students were set to invite them to be active in speaking either individually, peer and groups. On one hand, the students from lower level were not left behind since they should also share their idea in the groups. On the other hand, the upper level students were not bored in joining the activity because they had more time to be more active with others.
2. The improvement of the students' speaking learning process was also indicated by the improvement of the students' speaking achievement. In this case, not just the high-ability students who actively participated but also the low-ability students also actively participated in all the activities. Additionally they conveyed ideas freely without fear of being wrong. It was useful and more effective to help them speak better.
3. The implementation of Think-Pair-Share could also improve the students' learning motivation and self-esteem. Once Think-Pair-Share was the new activity for them in which they could explore all of their idea individually,

peer, and groups. It gave them more chance to be active in speaking because all of the activities forced them to speak up. The students were also stimulated to utilize their actual ability maximally, so they could really experience learning.

4. Individual work was also effective to facilitate the students' learning. During individual working, the students' could not rely on others and they were more confident because they had thought about what they would share then. For that reason, individual work stimulated the students to be independent and autonomous learners. Besides, the individual learning development of the students could be also monitored.
5. The teacher's role as a controller was effective to develop the learning equity in the classroom. It was because the teacher's control could ensure the students' participation as well as behavior during the teaching-learning process. Thus, both high-ability and low-ability students received the same opportunity to participate actively during the teaching-learning process.

The following were changes occurring in the speaking teaching-learning process from the pre-action, Cycle I and Cycle II. They were both successful and unsuccessful results.

Table 3: The improvement of the speaking learning process

No.	Preliminary Observation	Cycle 1		Cycle 2	
		Result	Evidence	Result	Evidence
1.	The speaking learning process was poor. The students had limited chance to practice speaking	The speaking learning process ran better. The students had more time to practice speaking	The students were more active to express their ideas in the form of oral products.	The speaking learning process improved.	The students were more motivated to learn speaking and they were more active to participate actively in the speaking activities.
2.	The class was quite big with multiple proficiency levels of the students (class size)	The students were more active in the speaking learning process. They had same chance to participate.	The students from all levels were able to practice their English speaking. However, there were still some students who were still	The learning equity between the high-ability students and the low-ability ones was well established and they could learn in a more joyful learning atmosphere.	Both high-ability and low ability students were active to participate since their learning success was successfully

			shy in sharing their idea.		promoted. They also received equal opportunity to express their ideas.
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CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTIONS

A. Conclusions

This study was action research, which was aimed at improving the speaking learning process for Grade VIII students of SMP Negeri 3 Gamping. It focused on the teaching-learning problems found in a mixed-ability class. This study involved the students of VIII E which consisted of 33 students with varied levels of proficiency. It was carried out in the second semester of the academic year of 2011/2012, from Feb, 16th 2012 to May 15th, 2012. This research was conducted in two cycles and started with the process of reconnaissance in which the problems dealing with the speaking learning process were identified. It was then continued by doing four stages of action research, i.e. planning, action, observation, and reflection which were divided into two cycles of implementation.

From the reconnaissance stage, it was found that the speaking learning process of Grade VIII students has not been well executed. The first problem was the speaking learning process (teaching activity) was poor. The students had limited chance to practice speaking. The next problem was the class was quite big with multiple proficiency level of the students. And the last problem was the speaking ability was poor.

In order to overcome the teaching-learning problems mentioned previously, Think-Pair-Share was implemented, and it was well done. Basically, the implementation of the actions was effective to improve the speaking learning process of Grade VIII students. Think-Pair-Share implemented during the actions facilitated the students' learning needs in practicing their English speaking.

Think-Pair-Share gave them more chance to practice their English orally, in individual, peer, and also in group's activity.

Think-Pair-Share was effective to facilitate the poor students speaking learning process. In this case, all of the activities of Think-Pair-Share forced the students to actively participate in speaking learning process. The individual had the same responsibility to express their ideas, and opinions about something. So, it seems to be able to motivate them to speak better.

Think-Pair-Share was effective in the big class with multiple proficiency levels of the students. This activity could give the same opportunity to the students to practice speaking. Such a way could facilitate both high-ability and low-ability students appropriately. The students could recognize their own learning ability and explore it maximally, and they were able to be active to practice speaking well.

Individual work was useful for monitoring the students' individual learning development. It was able to help them to build their self-confidence to explore their ideas. They were given more time to think, before they shared their ideas to their pair or their group. Individual work also motivated the students to be independent learners because the students could not depend on others in thinking about everything. They did it individually. Thus, the students were motivated to be responsible with their own learning.

The implementation of the actions also brought some improvement toward the teacher. The teacher realized that the appropriate teaching activity could determine the students' participation in the teaching-learning process. It motivated

him to employ more varied learning activities in his future teaching since he has recognized that some interesting and communicative activities could improve the learning motivation of the students both the high-ability and the low-ability ones. Those kinds of activity could indeed make the students enjoy their learning and improve their participation. In short, the teacher was motivated to improve his teaching by focusing on the implementation of Think-Pair-Share activity.

B. Implications

Based on the conclusions, some considerations needed to improve the students' speaking learning process were taken by the researcher. Then, the implication of the actions implemented is described as follows.

1. The students' active learning participation in the speaking learning process after implementing Think-pair-Share is effective to improve the student's active participation. It implies that Think-Pair-Share is interesting and appropriate to accommodate student's speaking learning process.
2. Greater amount of the students' discussions and interactions during group working implies that the implementation of Think-Pair-Share offers a better classroom management in a big and mixed-ability class.
3. The improvement of the students' participation also implies that Think-Pair-Share stimulates the occurrence of learning equity in the class in which the teaching-learning process is not dominated by the high-ability students only. The low-ability students become more willing to actively participate in the learning activities because they have the same chance to actively participate.

C. Suggestions

After considering the conclusions and the implications, some suggestions are given to the teacher, the students and the next researcher.

1. To the Teacher

- a. The teacher should be more aware of varied students' learning needs, especially in a mixed-ability class.
- b. The teacher should choose an appropriate teaching activity, which can facilitate the students' learning so that the students will be highly motivated to have a better learning.
- c. The teacher should be more creative in employing more varied learning activities and learning media, which are, communicative and highly motivating.
- d. The teacher should improve his role as a facilitator and a controller.

2. To the Students

- a. The students should gain both internal and external learning motivation, and they should improve their positive attitudes towards learning English and the teacher.
- b. The students should have more practices in learning speaking and be active participants in the teaching-learning process.
- c. The students should improve their roles as individual and social learners in the class.
- d. The students should be more aware of their own ability, so they can utilize it

appropriately to experience learning and achieve its goal.

- e. The students should criticize the teacher of the teaching activity and the learning materials that are not appropriate with their learning needs.

3. To the next Researcher

- a. The next researcher can use this study as a basis for conducting another study on the same field in order to investigate a further effect of Think-Pair-Share activity to improve the speaking learning process.
- b. The next researcher should consider the factors, influence students' readiness, i.e. the students' interest and learning profile.
- c. The next researcher who will conduct similar research should have better preparation before conducting the research. Moreover, they have to have much knowledge related to his research study.

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APPENDIX 1

DATA COLLECTION INSTRUMENTS

INTERVIEW GUIDELINES FOR INTERVIEWING THE TEACHER

1. Menurut bapak, bagaimana pembelajaran Think-Pair-Share (TPS) yang telah diterapkan kepada anak2? Apakah sudah cukup berhasil?
2. Apakah TPS mampu membawa pengaruh positif dalam belajar anak2?
3. Jika iya, bisa berikan contohnya Pak, sebagai bukti yang menguatkan.
4. Bagaimana perkembangan kemampuan speaking anak2?
5. Apa saran Bapak terhadap pembelajaran bahasa inggris ke depan?

**DIAGNOSTIC TEST FOR ASSESSING STUDENTS'S SPEAKING
ABILITY**

- Perkenalan diri secara lengkap dengan menggunakan Bahasa Inggris (Pre-test)
- Menceritakan pengalaman ketika liburan (Post-test 1)
- Komunikasi aktif dengan native speaker (Post-test 2)

QUESTIONNAIRE FOR ASSESSING STUDENTS' LEARNING NEEDS

- A. Apakah anda suka belajar Bahasa Inggris?
- B. Apa tujuan anda belajar bahasa inggris?
- C. Dalam belajar bahasa inggris, apakah anda suka belajar speaking (berbicara)?
- D. Seberapa penting dan sering anda melatih diri berbicara bahasa inggris?
- E. Menurut anda, seberapa tingkat kemampuan anda dalam bahasa inggris?
Baik, cukup, atau kurang?
- F. Apa saja kesulitan yang anda temui saat berbicara bahasa inggris?
- G. Selama ini, bagaimana anda belajar speaking dikelas? Terangkan.
- H. Ketika anda belajar speaking, peran apa yang anda inginkan dari guru?
- I. Aktivitas belajar yang seperti apa yang anda inginkan ketika belajar speaking?
- J. Jika nilai speaking antara 10-100, menurut anda, anda akan mendapat nilai berapa dalam berbicara bahasa inggris?

**QUESTIONNAIRES FOR ASSESSING STUDENTS'S LEARNING
IMPROVEMENTS**

1. Apa yang sudah Anda pelajari selama belajar Bahasa Inggris dengan Think-Pair-Share?
2. Apakah Think-Pair-Share dapat meningkatkan motivasi belajar Anda? Jelaskan jawaban Anda.
3. Dengan Think-Pair-Share ini, apakah Anda sudah terbantu ataukah masih merasa tertinggal saat mengikuti pelajaran? Jelaskan jawaban Anda.
4. Apakah Think-Pair-Share membantu anda untuk lebih berani berbicara Bahasa Inggris? Jelaskan jawaban Anda.
5. Apa harapan anda ke depan dalam belajar bahasa Inggris?

APPENDIX 2

FIELD NOTES

FIELD NOTE 1

Day/Date : Thursday/May 10, 2012

Setting: classroom

Time: 08.35-09.45

Topic: Describing People

1. The English lesson was started at 08.35
2. There were 33 students in the class
3. The teacher greeted the students and asked their condition
4. The teacher told some materials covered in the second semester briefly and then told what materials were going to learn that day.
5. The teacher restated the goal and the rules of the implementation of Think-Pair-Share in which the students were going to do. He convinced the students about the importance of Think-Pair-Share which was aimed at improving their speaking learning process. The students were very enthusiastic.
6. The teacher gave brief explanation about Think-Pair-Share, and how to do that activity.
7. The students started learning. The materials were about describing people.
8. The teacher told the goal of learning those materials, and then leaded the students to the learning materials by giving some questions dealing with the topic. The students should also look at the picture and answers some questions (Activity 1).
9. After having lead-in, the students continued to Activity 2. In doing Activity 2, the students worked individually
10. The students should listen to the recording and match the pictures with the description in the recording.
11. In activity 3, they try to implement Think-Pair-Share. They looked confuse but the teacher help them how to do Think-Pair-Share.
12. The activity continued to the activity 5. The students read the text and answer the comprehension questions.
13. The time was up when they go to the next activity. They should continue the activity at home. It was studying the expression used in describing people.
14. The teacher closed the lesson.

FIELD NOTE 2

Day/Date : Saturday/May 12, 2012

Setting: classroom

Time: 08.35-09.45

Topic: Describing People

1. The English lesson was started at 08.35
2. There were 33 students in the class
3. The teacher greeted the students and asked their condition

4. The teacher asked the students about their experience implementing Think-Pair-Share in previous meeting. They seemed interesting and high motivated to do this in every meeting.
5. The teacher continued the lesson. They run to the activity 6. The students discuss with their partner about the expression used in describing people.
6. The teacher gave simple evaluation by doing activity 4. It was implementing Think-Pair-Share activity. In this section, the topic was their best friend in the class. The teacher gave 5 minutes to the students to think of their best friend. Furthermore they should describe to their pair, and they were success when their pair could answer who the person guess. They do it well.
7. The teacher closed the lesson after the time was up.

FIELD NOTE 3

Day/Date : Thursday/May 17, 2012

Setting: classroom

Time: 08.35-09.45

Topic: Describing People

1. The English lesson was started at 08.35
2. There were 33 students in the class
3. The teacher greeted the students and asked their condition
4. The teacher asked the students about their experience implementing Think-Pair-Share in previous meeting. They seemed interesting and high motivated to do this in every meeting.
5. The teacher continued the lesson. They run to the activity 7. The students complete the dialogue. And it continued to the next activity. The students should read the dialogue and act it out with their partner. Afer all, they identify the difficult words and answer the comprehension questions.
6. In activity 9, the students implement Think-Pair-Share. The topic was telling the description of their best friend in the class.
7. The teacher closed the lesson after the time was up.

FIELD NOTE 4

Day/Date : Saturday/May 19, 2012

Setting: classroom

Time: 08.35-09.45

Topic: Describing People

1. The English lesson was started at 08.35
2. There were 33 students in the class
3. The teacher greeted the students and asked their condition
4. The teacher asked the students about their experience implementing Think-

Pair-Share in previous meeting. They seemed interesting and high motivated to do this in every meeting.

5. The teacher continued the lesson. They run to the activity 10. The students implement Think-Pair-Share with the topic describing their teacher.
6. The activity was continued by giving them simple evaluation. The teacher gave simple evaluation by doing activity 11. It was implementing Think-Pair-Share activity. In this section, the topic was their favorite artist. They did it well and seemed fun.
7. The teacher closed the lesson after the time was up.

FIELD NOTE 5

Day/Date : Thursday/May 24, 2012

Setting: classroom

Time: 08.35-09.45

Topic: Telling and asking someone's plans

1. The English lesson was started at 08.35
2. There were 33 students in the class
3. The teacher greeted the students and asked their condition
4. The teacher told some materials covered in the second semester briefly and then told what materials were going to learn that day.
5. The teacher restated the goal and the rules of the implementation of Think-Pair-Share in which the students were going to do. He convinced the students about the importance of Think-Pair-Share which was aimed at improving their speaking learning process. The students were very enthusiastic.
6. The teacher gave brief explanation about Think-Pair-Share, and how to do that activity.
7. The students started learning. The materials were about future plans.
8. The teacher told the goal of learning those materials, and then leaded the students to the learning materials by giving some questions dealing with the topic. The students should also look at the picture and answers some questions (Activity 1).
9. After having lead-in, the students continued to Activity 2. In doing Activity 2, the students worked individually
10. The students should listen to the recording and answer the comprehension questions orally. The teacher play the recording twice.
11. In activity 3, the students read the dialogue and act it out after answer the questions. They do it in pair.
12. The activity continued to the activity 4. The students identify some expressions used in the dialogue in activity 3. They found and tried to use it.
13. The time was up when they go to the next activity.
14. The teacher closed the lesson.

FIELD NOTE 6

Day/Date : Saturday/May 26, 2012

Setting: classroom

Time: 08.35-09.45

Topic: Telling and asking someone's plans

1. The English lesson was started at 08.35
2. There were 33 students in the class
3. The teacher greeted the students and asked their condition
4. The teacher asked the students about their experience implementing Think-Pair-Share in previous meeting. They seemed interesting and high motivated to do this in every meeting.
5. The teacher continued the lesson. They run to the activity 5. The students implement Think-Pair-Share based on the pictures. It run well until the time was up.
6. The teacher closed the lesson.

FIELD NOTE 7

Day/Date : Tuesday/May 29, 2012

Setting: classroom

Time: 08.35-09.45

Topic: Telling and asking someone's plans

1. The English lesson was started at 08.35
2. There were 33 students in the class
3. The teacher greeted the students and asked their condition
4. The teacher asked the students about their experience implementing Think-Pair-Share in previous meeting. They seemed interesting and high motivated to do this in every meeting.
5. The teacher continued the lesson. They run to the activity 6. The students read dialogue in activity 3 and identify the expressions used. They paid attention the expression about telling and asking someone's plans
6. The activity was continued to the next activity. The students complete the dialogue in activity 7.
7. Activity 8 and 9 invited them to do Think-pair-Share activity. They did it based on the topics presented.
8. The teacher closed the lesson after the time was up.

FIELD NOTE 8

Day/Date : Thursday/May 31, 2012

Setting: classroom

Time: 08.35-09.45

Topic: Telling and asking someone's plans

1. The English lesson was started at 08.35
2. There were 33 students in the class
3. The teacher greeted the students and asked their condition
4. The teacher asked the students about their experience implementing Think-Pair-Share in previous meeting. They seemed interesting and high motivated to do this in every meeting.
5. The teacher continued the lesson. They run to the activity 9 and 10. The students implement Think-Pair-Share based on the situations and the pictures. It was a simple evaluation to look at the student's speaking improvement. It run well until the time was up.
6. The teacher closed the lesson.

APPENDIX 3

THE SUMMARY OF THE OBSERVATION

CHECKLIST

THE SUMMARY OF THE OBSERVATION CHECKLIST

No.	Observation Items	Meeting							
A. Pre-teaching		1	2	3	4	5	6	7	8
1	The teacher greet the students	3	4	4	4	4	4	4	4
2	The students respond to the greeting	2	3	3	3	4	4	5	5
3	The teacher asks the students' condition	3	3	4	4	4	4	4	4
4	The students tell their condition to the teacher	3	3	4	4	4	5	5	5
5	The teacher explains the goal of the teaching learning process	4	4	4	4	4	4	5	4
B. Whilst-teaching									
1	The teacher explains the Think-Pair-Share activity	4	5	5	4	5	5	4	4
2	The students respond the activity	2	2	3	3	3	4	4	5
3	The teacher gives chances to the students for asking questions	3	3	3	3	3	4	4	4
4	The students do thinking activity seriously	3	3	2	3	3	4	4	4
5	The students cooperate well in the peer activity	3	3	4	4	4	5	5	4
6	The students cooperate well in groups activity	3	2	2	2	3	4	4	4
7	The students speak in English	2	2	2	4	3	3	4	4
8	The teacher check the student's understanding	3	3	3	4	4	4	4	4
C. Post-teaching									
1.	The teacher summarize and	3	3	3	3	3	4	4	4

	reflects the lesson								
2.	The students reflect their learning	3	3	2	2	3	3	4	4
3.	The teacher previews on the upcoming materials	3	3	3	3	3	3	3	3
D. Class Situation									
1.	Students' enthusiasm / motivation	3	4	4	4	4	5	5	5
2.	Students' participation	2	3	3	4	4	4	5	5
3.	Time allocation	3	4	3	3	3	4	4	4
4.	The teacher's instructions								
5.	The students respond toward the activity implemented (Think-Pair-Share)	2	2	3	3	4	4	5	5
6.	The student's understanding about the materials	3	3	3	4	4	4	4	4

Note:

1 : bad

2 : average

3 : above average

4 : good

5 : excellent

APPENDIX 4

INTERVIEW TRANSCRIPTS

1. Interview transcript, 10th of May 2012

Time : in break time

Location : classroom VIII E

- R : Hallo met siang dek, boleh minta waktunya sebentar buat wawancara?
- S1 : oh iya boleh silahkan.
- R : namanya siapa dek?
- S1 : Bulan. Nama saya Bulan Bijak Bestari.
- R : Kalau kamu dek?
- S2 : Saya Tita Yolanda mbak
- R : Gini dek, mau tanya-tanya soal pengajaran tadi. Menurut Bulan dan Tita gimana?
- S1 : hmmm, menurut saya pengajarannya cukup menarik.
- R : oh ya? Menariknya emang kenapa?
- S : ya menarik aja mbak, beda, gak kayak biasanya.
- R : Bisa dijelaskan?
- S2 : Yaa kita gak hanya sekedar ndengerin sambil liat buku, jadi gak paham mbak.. dan ngantuk juga, hehe
- R : gimana dengan bacaan atau text yang saya berikan?
- S1 : asik sih mbak jadi kita semakin paham apa dan bagaimana mendeskripsikan seseorang atau sesuatu. Jadi pada saat kita sudah faham baru kita praktekkan. Jadi lebih mudah mbak. Liat aja tadi anak-anak pada antusias baca dan ngerjain soal- soalnya. Soalnya topic nya juga menarik sih, tentang Sule. hehe
- S2 : asik, lumayan lah mbak jadi kita ada referensi, gak cuma diterangin gini-gini trus langsung praktek, bingung mbak. Kalo tadi kan anak-anak tu antusias buat baca dan ngerjain soal- soalnya. Beda kalo dibanding sebelumnya.
- R : O gitu, intinya kalian suka yaa...
- S1 : iyaa...
- S2 : Besok ngajar lagi kan mbak?
- R : InsyaAllah.. sampai ketemu besok yaa... makasih Bulan, tita...
- S1&2 : iya, sama-sama.

2. Interview transcript, 10th of May 2012

Time : in break time

Location : classroom VIII E

- R : Hallo, namanya siapa?
- S : Nama saya Titis Yoga Pratama
- R : Yoga ya? oke. Nah, Yoga mau Tanya-tanya sebentar ya.
- S : Oh iya, silahkan.
- R : iya, ini tentang pelajaran bahasa Inggris tadi. Kalo menurut Yoga, aktivitas think-pair- share tadi gimana? Menarik nggak?
- S : Hmmm, menarik sih menarik, tapi saya agak kurang suka pas berdua.
- R : Kenapa?

- S : karena cuma berdua aja, lebih seru pas berkelompok yang 4, lebih gampang juga diskusinya. Kalo Cuma dua ya masih susah gitu.
- R : O gitu? Maksudnya susah gimana? Bisa dijelaskan.
- S : gini mbak, kalau pas berdua tu suka malu... apalagi kalo dapet pasangan yang sama2 pemalu, jd yaa malah pandang2an, atau kalau enggak malah liat yang lain... enakan pas berempat, lebih seru dan rame..
- R : Lha ntar serunya cerita sendiri?
- S : gak lah, kan mbak juga keliling, pak Andre juga keliling ngecek... kalo berempat pasti ada yang bisa ngarahin atau punya ide yang bisa dikembangkan yang lain. Gitu..
- R : Oo gitu, oke oke, intinya kamu suka yang berempat yaa.. yang pas “pair”nya agak kurang suka...
- S : Iya, hehe.. besok sama mbak lagi?
- R : InsyaAllah....
- S : Asyiiikk... besok kaya tadi lagi yaa mbak, lebih seru.. jadi berani ngomong haha
- R : Seep... makasih yaa.. sampai ketemu besok..
- S : Oke mbak..

3. Interview transcript, 19th of May 2012

Time : in break time

Location : Teacher room

- R : Pak Andre, sorry for disturbing you. Do you mind if I ask you some questions again?
- T : No, Mbak Indah. What's the matter?
- R : bagaimana dengan cara mengajar saya Bapak?
- T : Sejauh ini sudah bagus, terlihat para siswa antusias. Soalnya biasanya gak seperti itu. Kebanyakan dari mereka tu Cuma bercanda kalo gak pada maen sendiri, tapi tadi mereka tu bisa ngikutin dengan baik ya walaupun gak begitu pinter pas ngikutinnya. Tapi kayaknya memang ada yang tidak menikmati pas berpasangan mbak. Kalau menurut saya itu karena pengelompokannya saja yang mungkin perlu dipertimbangkan kembali. Yang pinter sama yang agak kurang, jadi bisa saling melengkapi. Bisa diperbaiki besok di cycle 2 yaa.. Tapi sejauh ini perkembangan anak-anak sudah sangat bagus. Karena mereka jadi berani ngomong bahasa inggris.
- R : Alhamdulillah...
- T : yaa saya harap ke depan bisa lebih bagus lagi yaa mbak...
- R : aamiin pak, mudah-mudahan... Terima kasih waktunya pak
- T : sama2 mbak...

4. Interview transcript, 19th of May 2012

Time : in break time

Location : classroom VIII E

R : met siang dek, namanya siapa?

S1: Elvita Fitriana mbak

R : kalau adek siapa?

S2: Diah mbak, Diah Monitasari

R : oke, Vita dan Diah. Mau tanya-tanya sebentar ya.

S : iya silahkan.

R : oke, trimakasih. Gini, ini tentang pelajaran bahasa Inggris selama bersama Mbak Indah. Menurut kalian gimana?

S1: bagus mbak

R : Trus untuk Think-Pair-Share, menurut kalian gimana? menyenangkan?

S1: Mm, lumayan Miss. asik yaa

S2: He eh.

R : emang menyenangkannya gimana?

S1: iya bagus miss, soalnya kita jadi lebih PD ngomong bahasa inggrisnya...

R : emang biasanya gak PD kenapa?

S2: mungkin karena gak ada kesempatan miss, dan rata2 yang pinter-pinter aja yang ngomong. Kalau ini kan kita memang dipaksa ngomong.... Soalnya berkelompok jadi gak malu... hehe

S1: iya, kita juga gak bosan kalau belajar bahasa Inggrisnya kaya gini.

5. Interview transcript, 24th of May 2012

Time : in break time

Location : classroom VIII E

R: hay, Dhea sama anggy kan yang ini? Boleh wawancara bentar dek?

S1: kok tau mbak, hehe..

S2 : boleh dong mbak..

R: selama ini kalian belajar bahasa inggrisnya gimana?

S1: yaa paling dengerin dijelaskan, ngerjain soal, udah.

S2: iyaa rata2 gitu doing mbak...

R: oo gitu... gak ada latihan ngomong atau mendengarkan gitu?

S2: paling baca dialog mbak, trus dipraktekkan. Itu aja pake buku, atau menghafal..

R : Trus untuk Think-Pair-Share tadi, menurut kalian gimana? menyenangkan?

S1 : Mm, lumayan Mbak. asik yaa

S2 : He eh.

R : emang menyenangkannya gimana?

S1 : iya bagus mbak, soalnya kita jadi lebih PD ngomong bahasa inggrisnya...

R : emang biasanya gak PD kenapa?

S2 : mungkin karena gak ada kesempatan miss, dan rata2 yang pinter-pinter aja

yang ngomong. Kalau ini kan kita memang dipaksa ngomong.... Soalnya berkelompok jadi gak malu... hehe

S1 : iya, kita juga gak bosan kalau belajar bahasa Inggrisnya kaya gini.

6. Interview transcript, 26th of May 2012

Time : in break time

Location : classroom VIII E

R: Adek, boleh tanya-tanya ga?

S1: Iya boleh

R: namanya siapa?

S1: Yesi mbak...

S2 : aku Ainnoy mbak...

R: oke Yesi dan Ainnoy, gimana pembelajaran Bahasa Inggris tadi? Maksudnya, gimana dengan think-pair-share barusan?

S1: waah asik banget mbak, lebih nyenengin kalo pake gambar. Soalnya kita jadi bisa lebih berimajinasi tentang gambar itu, jadi lebih bias banyak yang mau diomongin. Karna think-pair-share mikir dulu, kita jadi ada bahan apa yang akan disampaikan nanti dengan teman pasangan atau dengan grup. Jadi gak malu lagi.. hehe

S2: iya mbak betul, dulu tu aku suka gak pede kalau suruh ngomong bahasa inggris, takut salah, kan malu jadinya.. tapi kalau dibikin dengan teman pasangan dan grup jadi gak malu.

R: owg gitu.. intinya kalian suka yaa...

S1: suka banget mbak...

R: oke deh makasih waktunya yaa...

S2: sama2 mbak..

7. Interview transcript, 29th of May 2012

Time : in break time

Location : classroom VIII E

R : Hai namamu Yoga kan? Boleh wawancara lagi?

S1: iyaa mbak, hehe... boleh2...

R : bentar2, kalau kamu imam yaa?

S2: kok hafal siy mbak, hehe

R : hafal doong...

S3: aku siapa hayooo....

R : kamu apin kan, hehe... hapal lah dikit2 hehe.. mau nanya2 boleh yaa...

S1: boleh2...

R : gimana dengan think-pair-share yang barusan? Kemarin kayaknya ada yang kurang suka dengan aktivitas berpasangannya kan? He he

S1: waah asik banget mbak, iya, soalnya dapetnya yang sama-sama pemalu, jadinya bingung mau ngomong apa. Kalau pake diacak kan jadinya lebih

enak, meskipun dapet yang sama-sama pemalu, setidaknya sudah lebih berani ngomong pas di grupnya.

S2: iya mbak betul, misal pas berdua belum begitu banyak ngomong tu pas di grup jadi rame, karena lebih banyak yang berpendapat. Jadinya yang semula belum punya pendapat jadi terinspirasi mau ngomong apa.

S3: iya mbak, yang ngomong juga udah gak yang pinter-pinter aja kalo diacak.. soalnya kan yang pinter jadi nyebar, jadi bisa sekaligus ngajari yang belum begitu brani ngomong.

R : o gitu... intinya sekarang semua happy yaa dengan aktivitas baru dalam belajar bahasa Inggris?

S2: Happy banget mbak... kalau tiap hari gini, kayae menarik juga yaa... haha

S3: Iya betul... pengen pinter ngomong bahasa Inggris mbak...

R : Yaa.. asal serius belajarnya, rajin berlatih, bakal pinter lah.. InsyaAllah... hehe.. okey, makasih waktunya yaa.. sampai jumpa lagi...

S1: siiippp

8. Interview transcript, 26th of May 2012

Time : in break time

Location : Teacher room

R : selamat siang Pak Andre!

T : Eh...mbak Indah. Gimana..gimana?

R : maaf pak mengganggu. Boleh minta waktunya sebentar buat wawancara?

T : waduh...wawancara apa ya mbak?

R : ini Pak, soal teaching and learning process yang tadi.

T : ooh, saya kira wawancara apa. Nggih, silahkan.

R : bagaimana dengan Think-Pair-Share kali ini Bapak?

T : wah bagus sekali mbak, terlihat para siswa lebih antusias. Mungkin karna ada penambahan banyak gambar untuk melaksanakan Think-Pair-Share, jadi mereka lebih bias kreatif mau ngomong apa tentang gambar itu. Dan terlihat semua sangat aktif, yang semula tidak aktif jadi tidak malu lagi. Kalau biasanya kan mereka takut salah, tapi dengan Think-Pair-Share jadi gak takut salah wong awalnya mikir dulu mau ngomong apa, terus sama temen sebangkungnya, dilanjutkan di grup. Kan jadi lebih siap.

R : O begitu yaa pak, berarti intinya cukup berhasil menarik antusias mereka untuk aktif berbicara nggih pak?

T : Iyaa mbak, betul sekali, semoga besok bisaa lebih baik lagi yaa...

R : Aamiin pak, InsyaAllah... dukungan Bapak semakin membuat smangat saya pak, hehe

9. Interview transcript, 31st of May 2012

Time : in break time

Location : teacher room

- R : Good morning Sir, how are you?
- T : I'm fine. Thank you, what about you?
- R : I'm fine too, thank you. Bapak, maaf saya mau interview lagi. Sebelumnya maaf lagi pak. Saya riweuh ya di sini?
- T : Halah, nggak apa-apa. Kayak sama siapa aja pake sungkan segala. Jadi, ini tadi pertemuan terakhir di cycle 2 ya?
- R : iya pak. Saya mau meminta pendapat bapak, komentar atau mungkin saran dan kritik dari kegiatan yang sudah saya terapkan di sini.
- T : oh iya. Ya pada dasarnya si kalau saya pikir sudah sukses ya mbak penerapan pembelajaran dengan think-pair-share di kelas VIII E itu. Njenengan mengajarnya juga sudah bagus menurut saya, anak-anak juga bisa berpartisipasi aktif dalam proses pembelajaran, secara materi juga saya kira sudah cukup mengcover ya.
- R : begitu ya pak? Aduh, jadi malu. Terimakasih banyak. Tapi, menurut bapak apa kekurangannya dari aktivitas think-pair-share yang saya terapkan?
- T : jadi bingung saya njawabnya, karena memang sudah cukup bagus si mbak. Tapi kalau ditanya kekurangan ya mungkin kurang waktunya.. haha.. lain kali kesini bawa bule lagi yaa... saya lihat kok anak2 jadi pada lebih berani ngomong gitu.. dengan adanya orang baru apalagi native gitu kan mereka jadi terbelajarkan juga...
- R : Oh begitu ya pak. Baiklah.. haha.. menurut Bapak, untuk speaking nya sendiri gimana? Sudah ada improvement kan pak?
- T : Lha, sudah jelas ada mbak.. lha wong biasanya pada diem lho, kecuali kalo sy Tanya baru pada jawab... itu pun gak pake bahasa inggris biasanya... ya rata2 pada gak bisa, tapi ini sudah berani ngomong sama bule udah luar biasa itu... pas pelajaran juga pada aktif ngomong bahasa Inggrisnya... Bagus mbak.. saya cukup puas dengan hasilnya...
- R : Begitu ya pak, Alhamdulillah... semoga ke depan bisa lebih baik pak... Terima kasih atas waktunya Bapak...
- T : iyaa mbak, sama-sama...

APPENDIX 5

RESULTS OF THE QUESTIONNAIRE

QUESTIONNAIRE FOR ASSESSING STUDENTS' LEARNING NEEDS

1. Apakah anda suka belajar Bahasa Inggris? Suka
2. Apa tujuan anda belajar bahasa inggris? Supaya bisa memahami
3. Dalam belajar bahasa inggris, apakah anda suka belajar speaking (berbicara)?
Iya
4. Seberapa penting dan sering anda melatih diri berbicara bahasa inggris? Biasa
5. Menurut anda, seberapa tingkat kemampuan anda dalam bahasa inggris?
Baik, cukup, atau kurang? Kurang
6. Apa saja kesulitan yang anda temui saat berbicara bahasa inggris? Cara pengucapan dan mengartikan
7. Selama ini, bagaimana anda belajar speaking dikelas? Terangkan. Sulit untuk memahaminya
8. Ketika anda belajar speaking, peran apa yang anda inginkan dari guru?
Memberitahu agar bisa menghafal bahasa-bahasa yang sulit
9. Aktivitas belajar yang seperti apa yang anda inginkan ketika belajar speaking? Cukup dengan guru saja
10. Jika nilai speaking antara 10-100, menurut anda, anda akan mendapat nilai berapa dalam berbicara bahasa inggris? 76

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1. Apakah anda suka belajar Bahasa Inggris? InsyaAllah suka ☺
 2. Apa tujuan anda belajar bahasa inggris? Supaya tidak kuper, nilai bahasa Inggris lebih baik
 3. Dalam belajar bahasa inggris, apakah anda suka belajar speaking (berbicara)?
Lumayan suka
 4. Seberapa penting dan sering anda melatih diri berbicara bahasa inggris?
Penting, kadang-kadang jika ada PR atau tugas
 5. Menurut anda, seberapa tingkat kemampuan anda dalam bahasa inggris?
Baik, cukup, atau kurang? Baik
 6. Apa saja kesulitan yang anda temui saat berbicara bahasa inggris? Menghafal kosakata baru / asing

7. Selama ini, bagaimana anda belajar speaking dikelas? Terangkan. Lumayan lancar, karena speaking dikelas sering diadakan
 8. Ketika anda belajar speaking, peran apa yang anda inginkan dari guru? Membenarkan kosakata yang salah membacanya
 9. Aktivitas belajar yang seperti apa yang anda inginkan ketika belajar speaking? Tenang, supaya semua dapat memperhatikan
 10. Jika nilai speaking antara 10-100, menurut anda, anda akan mendapat nilai berapa dalam berbicara bahasa inggris? 100 lah, haha
-

1. Apakah anda suka belajar Bahasa Inggris? Ya suka
 2. Apa tujuan anda belajar bahasa inggris? Ya supaya bisa berbicara bahasa Inggris, dan mengerti apa yang dikatakan orang saat orang itu menggunakan bahasa Inggris
 3. Dalam belajar bahasa inggris, apakah anda suka belajar speaking (berbicara)? Iya suka
 4. Seberapa penting dan sering anda melatih diri berbicara bahasa inggris? Penting dan sesering yang saya bisa
 5. Menurut anda, seberapa tingkat kemampuan anda dalam bahasa inggris? Baik, cukup, atau kurang? Ya cukup
 6. Apa saja kesulitan yang anda temui saat berbicara bahasa inggris? Apa artinya dan bagaimana cara mengungkapkannya
 7. Selama ini, bagaimana anda belajar speaking dikelas? Terangkan. Ya begitu itu
 8. Ketika anda belajar speaking, peran apa yang anda inginkan dari guru? Santai, membenarkan yang salah
 9. Aktivitas belajar yang seperti apa yang anda inginkan ketika belajar speaking? Tidak kaku, santai saja, kalau salah ya dibenarkan
 10. Jika nilai speaking antara 10-100, menurut anda, anda akan mendapat nilai berapa dalam berbicara bahasa inggris? 30
-

1. Apakah anda suka belajar Bahasa Inggris? Saya suka

2. Apa tujuan anda belajar bahasa inggris? Ingin bisa lancer bahasa Inggris
3. Dalam belajar bahasa inggris, apakah anda suka belajar speaking (berbicara)?
Iya, sedikitlah
4. Seberapa penting dan sering anda melatih diri berbicara bahasa inggris?
Cukup
5. Menurut anda, seberapa tingkat kemampuan anda dalam bahasa inggris?
Baik, cukup, atau kurang? Cukup
6. Apa saja kesulitan yang anda temui saat berbicara bahasa inggris? Cara pengucapan dan mengartikan
7. Selama ini, bagaimana anda belajar speaking dikelas? Terangkan. Berdialog, cerita pengalaman
8. Ketika anda belajar speaking, peran apa yang anda inginkan dari guru?
Sebagai superhero
9. Aktivitas belajar yang seperti apa yang anda inginkan ketika belajar speaking? Diselingi dengan lagu bahasa Inggris
10. Jika nilai speaking antara 10-100, menurut anda, anda akan mendapat nilai berapa dalam berbicara bahasa inggris? 100

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1. Apakah anda suka belajar Bahasa Inggris? Sedikit
 2. Apa tujuan anda belajar bahasa inggris? Mencari nilai biar tuntas
 3. Dalam belajar bahasa inggris, apakah anda suka belajar speaking (berbicara)?
Enggak
 4. Seberapa penting dan sering anda melatih diri berbicara bahasa inggris? Biasa
 5. Menurut anda, seberapa tingkat kemampuan anda dalam bahasa inggris?
Baik, cukup, atau kurang? Kurang
 6. Apa saja kesulitan yang anda temui saat berbicara bahasa inggris? Cara pengucapan dan mengartikan
 7. Selama ini, bagaimana anda belajar speaking dikelas? Terangkan. Nyontek
 8. Ketika anda belajar speaking, peran apa yang anda inginkan dari guru?
Bercerita terus

9. Aktivitas belajar yang seperti apa yang anda inginkan ketika belajar speaking? Cerita
10. Jika nilai speaking antara 10-100, menurut anda, anda akan mendapat nilai berapa dalam berbicara bahasa inggris? 60

1. Apakah anda suka belajar Bahasa Inggris? Agak suka
2. Apa tujuan anda belajar bahasa inggris? Agar tidak malu kalau ditanya baasa Inggris
3. Dalam belajar bahasa inggris, apakah anda suka belajar speaking (berbicara)? Lumayan tapi agak susah
4. Seberapa penting dan sering anda melatih diri berbicara bahasa inggris? Penting, iya
5. Menurut anda, seberapa tingkat kemampuan anda dalam bahasa inggris? Baik, cukup, atau kurang? Cukup
6. Apa saja kesulitan yang anda temui saat berbicara bahasa inggris? Mempelajarinya
7. Selama ini, bagaimana anda belajar speaking dikelas? Terangkan. Lumayan bisa tapi sering lupa
8. Ketika anda belajar speaking, peran apa yang anda inginkan dari guru? Membantu kalau tidak bisa
9. Aktivitas belajar yang seperti apa yang anda inginkan ketika belajar speaking? Enggak pada rame sendiri
10. Jika nilai speaking antara 10-100, menurut anda, anda akan mendapat nilai berapa dalam berbicara bahasa inggris? Lebih dari nilai KKM tapi pengen dapet 100

1. Apakah anda suka belajar Bahasa Inggris? Suka tapi sulit memahami
2. Apa tujuan anda belajar bahasa inggris? Ingin bisa memahami bicara dengan bahasa Inggris
3. Dalam belajar bahasa inggris, apakah anda suka belajar speaking (berbicara)? Suka, tapi masih perlahan-lahan

4. Seberapa penting dan sering anda melatih diri berbicara bahasa inggris?
Penting dan tidak terlalu sering
5. Menurut anda, seberapa tingkat kemampuan anda dalam bahasa inggris?
Baik, cukup, atau kurang? Cukup
6. Apa saja kesulitan yang anda temui saat berbicara bahasa inggris? Lupa kata-kata
7. Selama ini, bagaimana anda belajar speaking dikelas? Terangkan. Membuat percakapan secara tertulis dan mempraktekkan di depan kelas
8. Ketika anda belajar speaking, peran apa yang anda inginkan dari guru?
Menerangkan dengan detail
9. Aktivitas belajar yang seperti apa yang anda inginkan ketika belajar speaking? Belajar secara perlahan-lahan
10. Jika nilai speaking antara 10-100, menurut anda, anda akan mendapat nilai berapa dalam berbicara bahasa inggris? 75

1. Apakah anda suka belajar Bahasa Inggris? Suka
2. Apa tujuan anda belajar bahasa inggris? Untuk belajar saja
3. Dalam belajar bahasa inggris, apakah anda suka belajar speaking (berbicara)?
Kadang-kadang
4. Seberapa penting dan sering anda melatih diri berbicara bahasa inggris?
Kadang-kadang
5. Menurut anda, seberapa tingkat kemampuan anda dalam bahasa inggris?
Baik, cukup, atau kurang? Cukup
6. Apa saja kesulitan yang anda temui saat berbicara bahasa inggris? Mencari artinya
7. Selama ini, bagaimana anda belajar speaking dikelas? Terangkan. Belum lancar
8. Ketika anda belajar speaking, peran apa yang anda inginkan dari guru?
Membenarkan jika ada salah
9. Aktivitas belajar yang seperti apa yang anda inginkan ketika belajar speaking? Seru dan gaduh

10. Jika nilai speaking antara 10-100, menurut anda, anda akan mendapat nilai berapa dalam berbicara bahasa inggris? Tuntas

-
1. Apakah anda suka belajar Bahasa Inggris? Suka jika soal-soalnya mudah
 2. Apa tujuan anda belajar bahasa inggris? Ingin bisa bahasa Inggris
 3. Dalam belajar bahasa inggris, apakah anda suka belajar speaking (berbicara)? Iya, tetapi susah menghafalnya dan susah cara bicaranya
 4. Seberapa penting dan sering anda melatih diri berbicara bahasa inggris? Kadang-kadang
 5. Menurut anda, seberapa tingkat kemampuan anda dalam bahasa inggris? Baik, cukup, atau kurang? Kurang
 6. Apa saja kesulitan yang anda temui saat berbicara bahasa inggris? Cara bicaranya dan pengucapannya
 7. Selama ini, bagaimana anda belajar speaking dikelas? Terangkan. Tidak mengerti dengan materi-materinya
 8. Ketika anda belajar speaking, peran apa yang anda inginkan dari guru? Memberi tahu agar materi-materi yang susah cepat masuk ke otak
 9. Aktivitas belajar yang seperti apa yang anda inginkan ketika belajar speaking? Gurunya harus baik dan sabar, dan mau memberi tahu jika ada kesusahan
 10. Jika nilai speaking antara 10-100, menurut anda, anda akan mendapat nilai berapa dalam berbicara bahasa inggris? 76
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1. Apakah anda suka belajar Bahasa Inggris? Sedikit
2. Apa tujuan anda belajar bahasa inggris? Biar dapet nilai bagus
3. Dalam belajar bahasa inggris, apakah anda suka belajar speaking (berbicara)? Suka
4. Seberapa penting dan sering anda melatih diri berbicara bahasa inggris? Penting, kadang-kadang
5. Menurut anda, seberapa tingkat kemampuan anda dalam bahasa inggris? Baik, cukup, atau kurang? Kurang

6. Apa saja kesulitan yang anda temui saat berbicara bahasa inggris? Kata-katanya rumit dan susah dipahami
7. Selama ini, bagaimana anda belajar speaking dikelas? Terangkan. Menceritakan dan berdialog dengan teman sebangku dilakukan didepan kelas
8. Ketika anda belajar speaking, peran apa yang anda inginkan dari guru? Membenarkan kalau salah dan diberi nasehat
9. Aktivitas belajar yang seperti apa yang anda inginkan ketika belajar speaking? Games
10. Jika nilai speaking antara 10-100, menurut anda, anda akan mendapat nilai berapa dalam berbicara bahasa inggris? 25

1. Apakah anda suka belajar Bahasa Inggris? Kadang-kadang
2. Apa tujuan anda belajar bahasa inggris? Agar bisa memahami pelajaran
3. Dalam belajar bahasa inggris, apakah anda suka belajar speaking (berbicara)? Tidak
4. Seberapa penting dan sering anda melatih diri berbicara bahasa inggris? Biasa
5. Menurut anda, seberapa tingkat kemampuan anda dalam bahasa inggris? Baik, cukup, atau kurang? Kurang
6. Apa saja kesulitan yang anda temui saat berbicara bahasa inggris? Cara pengucapan dan mengartikan
7. Selama ini, bagaimana anda belajar speaking dikelas? Terangkan. Sulit memahami
8. Ketika anda belajar speaking, peran apa yang anda inginkan dari guru? Memberi tahu agar bisa menghafal bahasa-bahasa sulit
9. Aktivitas belajar yang seperti apa yang anda inginkan ketika belajar speaking? Cukup dengan guru saja
10. Jika nilai speaking antara 10-100, menurut anda, anda akan mendapat nilai berapa dalam berbicara bahasa inggris? 75

1. Apakah anda suka belajar Bahasa Inggris? Ya, saya suka

2. Apa tujuan anda belajar bahasa inggris? Ingin bisa bahasa, dan agar dapat berkomunikasi dengan orang-orang di Negara lain
3. Dalam belajar bahasa inggris, apakah anda suka belajar speaking (berbicara)?
Iya, saya suka
4. Seberapa penting dan sering anda melatih diri berbicara bahasa inggris?
Cukup penting dan sesering yang saya suka
5. Menurut anda, seberapa tingkat kemampuan anda dalam bahasa inggris?
Baik, cukup, atau kurang? InsyaAllah cukup
6. Apa saja kesulitan yang anda temui saat berbicara bahasa inggris? Arti kosakata dalam bahasa Indonesia, cara menyusun, dan melafalkannya
7. Selama ini, bagaimana anda belajar speaking dikelas? Terangkan. Sebisa mungkin dan bercakap-cakap dengan teman
8. Ketika anda belajar speaking, peran apa yang anda inginkan dari guru? Tidak terlalu serius, dalam artian santai, juga jika ada yang salah dibenarkan
9. Aktivitas belajar yang seperti apa yang anda inginkan ketika belajar speaking? Santai, tapi juga jangan terlalu santai, dan diselingi bercanda
10. Jika nilai speaking antara 10-100, menurut anda, anda akan mendapat nilai berapa dalam berbicara bahasa inggris? Saya gak mau sombong miss, so cukuplah...

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1. Apakah anda suka belajar Bahasa Inggris? Suka
 2. Apa tujuan anda belajar bahasa inggris? Untuk memperlancar pembicaraan dalam bahasa Inggris
 3. Dalam belajar bahasa inggris, apakah anda suka belajar speaking (berbicara)?
Suka
 4. Seberapa penting dan sering anda melatih diri berbicara bahasa inggris?
Kadang-kadang
 5. Menurut anda, seberapa tingkat kemampuan anda dalam bahasa inggris?
Baik, cukup, atau kurang? Cukup
 6. Apa saja kesulitan yang anda temui saat berbicara bahasa inggris?
Mengucapkan kata-katanya agak sulit

7. Selama ini, bagaimana anda belajar speaking dikelas? Terangkan. Belum lancar
 8. Ketika anda belajar speaking, peran apa yang anda inginkan dari guru? Membenarkan jika ada yang salah
 9. Aktivitas belajar yang seperti apa yang anda inginkan ketika belajar speaking? Yang menarik pokoknya
 10. Jika nilai speaking antara 10-100, menurut anda, anda akan mendapat nilai berapa dalam berbicara bahasa inggris? 75-80
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1. Apakah anda suka belajar Bahasa Inggris? Sedikit
 2. Apa tujuan anda belajar bahasa inggris? Dapat berkomunikasi dengan orang luar sekalian
 3. Dalam belajar bahasa inggris, apakah anda suka belajar speaking (berbicara)? Tidak
 4. Seberapa penting dan sering anda melatih diri berbicara bahasa inggris? Tidak pernah
 5. Menurut anda, seberapa tingkat kemampuan anda dalam bahasa inggris? Baik, cukup, atau kurang? Kurang
 6. Apa saja kesulitan yang anda temui saat berbicara bahasa inggris? Saya gak paham sama sekali
 7. Selama ini, bagaimana anda belajar speaking dikelas? Terangkan. Gak tau
 8. Ketika anda belajar speaking, peran apa yang anda inginkan dari guru? Diajari
 9. Aktivitas belajar yang seperti apa yang anda inginkan ketika belajar speaking? Santai menarik
 10. Jika nilai speaking antara 10-100, menurut anda, anda akan mendapat nilai berapa dalam berbicara bahasa inggris? 60
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1. Apakah anda suka belajar Bahasa Inggris? Suka sedikit
2. Apa tujuan anda belajar bahasa inggris? Untuk dapat berbicara Inggris, dan ingin tahu apa itu bahasa Inggris

3. Dalam belajar bahasa inggris, apakah anda suka belajar speaking (berbicara)?
Tidak
4. Seberapa penting dan sering anda melatih diri berbicara bahasa inggris?
Kadang-kadang jika ada PR
5. Menurut anda, seberapa tingkat kemampuan anda dalam bahasa inggris?
Baik, cukup, atau kurang? Cukup
6. Apa saja kesulitan yang anda temui saat berbicara bahasa inggris?
Mengartikan dari Indonesia ke Inggris
7. Selama ini, bagaimana anda belajar speaking dikelas? Terangkan. Disuruh maju oleh guru dan mulai bicara bahasa Inggris
8. Ketika anda belajar speaking, peran apa yang anda inginkan dari guru?
Memberikan letak dimana kesalahan dan membetulkan
9. Aktivitas belajar yang seperti apa yang anda inginkan ketika belajar speaking? Game, menulis
10. Jika nilai speaking antara 10-100, menurut anda, anda akan mendapat nilai berapa dalam berbicara bahasa inggris? 70

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1. Apakah anda suka belajar Bahasa Inggris? Suka
 2. Apa tujuan anda belajar bahasa inggris? Ingin bisa berbahasa Inggris
 3. Dalam belajar bahasa inggris, apakah anda suka belajar speaking (berbicara)?
Kadang-kadang
 4. Seberapa penting dan sering anda melatih diri berbicara bahasa inggris?
Penting, dan kadang-kadang kalau lagi pelajaran bahasa Inggris. Kalau gak ya kalau lagi diajak ngomong bahasa Inggris
 5. Menurut anda, seberapa tingkat kemampuan anda dalam bahasa inggris?
Baik, cukup, atau kurang? Kurang
 6. Apa saja kesulitan yang anda temui saat berbicara bahasa inggris? Gak dong artinya
 7. Selama ini, bagaimana anda belajar speaking dikelas? Terangkan. Berdialog, cerita pengalaman

8. Ketika anda belajar speaking, peran apa yang anda inginkan dari guru?
Mengoreksi
 9. Aktivitas belajar yang seperti apa yang anda inginkan ketika belajar speaking? Berdialog
 10. Jika nilai speaking antara 10-100, menurut anda, anda akan mendapat nilai berapa dalam berbicara bahasa inggris? 70
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1. Apakah anda suka belajar Bahasa Inggris? Netral
 2. Apa tujuan anda belajar bahasa inggris? Agar bisa berbicara bahasa Inggris
 3. Dalam belajar bahasa inggris, apakah anda suka belajar speaking (berbicara)?
Suka tapi tidak terlalu
 4. Seberapa penting dan sering anda melatih diri berbicara bahasa inggris?
Penting, karena bahasa Inggris adalah bahasa Internasional
 5. Menurut anda, seberapa tingkat kemampuan anda dalam bahasa inggris?
Baik, cukup, atau kurang? Kurang
 6. Apa saja kesulitan yang anda temui saat berbicara bahasa inggris? Terlalu banyak kosakata dan tensisjadi susah memahami
 7. Selama ini, bagaimana anda belajar speaking dikelas? Terangkan. Guru menerangkan kemudian kita mendengarkan
 8. Ketika anda belajar speaking, peran apa yang anda inginkan dari guru? Guru mengajar dengan santai tapi bisa buat kita jelas
 9. Aktivitas belajar yang seperti apa yang anda inginkan ketika belajar speaking? Suasana yang tenang, serius, tapi santai dan bebas
 10. Jika nilai speaking antara 10-100, menurut anda, anda akan mendapat nilai berapa dalam berbicara bahasa inggris? 65
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1. Apakah anda suka belajar Bahasa Inggris? Saya suka bahasa Inggris
2. Apa tujuan anda belajar bahasa inggris? Untuk bekerja diluar Indonesia (InsyaAllah)
3. Dalam belajar bahasa inggris, apakah anda suka belajar speaking (berbicara)?
Iya, saya suka speaking

4. Seberapa penting dan sering anda melatih diri berbicara bahasa inggris?
Penting, sering
5. Menurut anda, seberapa tingkat kemampuan anda dalam bahasa inggris?
Baik, cukup, atau kurang? Tidak cukup, tidak kurang, tidak lebih
6. Apa saja kesulitan yang anda temui saat berbicara bahasa inggris? Susah dijelaskan
7. Selama ini, bagaimana anda belajar speaking dikelas? Terangkan. Berdialog, menjelaskan pengalaman, menjelaskan suatu benda
8. Ketika anda belajar speaking, peran apa yang anda inginkan dari guru?
Sebagai penerjemah
9. Aktivitas belajar yang seperti apa yang anda inginkan ketika belajar speaking? Dengan kedatangan seorang turis
10. Jika nilai speaking antara 10-100, menurut anda, anda akan mendapat nilai berapa dalam berbicara bahasa inggris? 99

1. Apakah anda suka belajar Bahasa Inggris? Suka
2. Apa tujuan anda belajar bahasa inggris? Ingin bisa berbicara dan memahami bahasa Inggris
3. Dalam belajar bahasa inggris, apakah anda suka belajar speaking (berbicara)?
Suka namun susah untuk membicarakannya
4. Seberapa penting dan sering anda melatih diri berbicara bahasa inggris?
Penting dan cuma kadang-kadang
5. Menurut anda, seberapa tingkat kemampuan anda dalam bahasa inggris?
Baik, cukup, atau kurang? Cukup karena saya belum bisa/sedikit2 untuk berbicara, menulis, dan lain-lain
6. Apa saja kesulitan yang anda temui saat berbicara bahasa inggris? Kata-katanya, dan lupa untuk mengingat
7. Selama ini, bagaimana anda belajar speaking dikelas? Terangkan. Belajar speaking di kelas ya cuma mempraktekkan didepan kelas tapi hafalan, tapi kalau berbicara dengan teman cuma how are you doang. Hehe

8. Ketika anda belajar speaking, peran apa yang anda inginkan dari guru?
Memberikan nasihat yang benar jika siswa ada yang salah
9. Aktivitas belajar yang seperti apa yang anda inginkan ketika belajar speaking? Menulis dan berbicara
10. Jika nilai speaking antara 10-100, menurut anda, anda akan mendapat nilai berapa dalam berbicara bahasa inggris? 60

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1. Apakah anda suka belajar Bahasa Inggris? Suka tapi tidak bisa
 2. Apa tujuan anda belajar bahasa inggris? Agar bisa mengerti arti bahasa Inggris sebenarnya
 3. Dalam belajar bahasa inggris, apakah anda suka belajar speaking (berbicara)? Sedikit
 4. Seberapa penting dan sering anda melatih diri berbicara bahasa inggris? Lumayan penting, kadangkala ada tugas bahasa Inggris yang harus berbicara dengan bahasa Inggris
 5. Menurut anda, seberapa tingkat kemampuan anda dalam bahasa inggris? Baik, cukup, atau kurang? Cukup
 6. Apa saja kesulitan yang anda temui saat berbicara bahasa inggris? Saat harus menggunakan kata kerja masih bingung
 7. Selama ini, bagaimana anda belajar speaking dikelas? Terangkan. Dengan dipanggil untuk berbicara dengan bahasa Inggris
 8. Ketika anda belajar speaking, peran apa yang anda inginkan dari guru?
Memberi nasihat dan menjelaskan yang benar bagaimana
 9. Aktivitas belajar yang seperti apa yang anda inginkan ketika belajar speaking? Dialog antar teman
 10. Jika nilai speaking antara 10-100, menurut anda, anda akan mendapat nilai berapa dalam berbicara bahasa inggris? 75

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1. Apakah anda suka belajar Bahasa Inggris? Suka
 2. Apa tujuan anda belajar bahasa inggris? Untuk mengerti bahasa Inggris

3. Dalam belajar bahasa inggris, apakah anda suka belajar speaking (berbicara)?
Kurang suka
4. Seberapa penting dan sering anda melatih diri berbicara bahasa inggris?
Kurang suka
5. Menurut anda, seberapa tingkat kemampuan anda dalam bahasa inggris?
Baik, cukup, atau kurang? Kurang
6. Apa saja kesulitan yang anda temui saat berbicara bahasa inggris?
Berbicaranya
7. Selama ini, bagaimana anda belajar speaking dikelas? Terangkan. Kurang bisa memahami
8. Ketika anda belajar speaking, peran apa yang anda inginkan dari guru?
Membenarkan jika ada yang salah
9. Aktivitas belajar yang seperti apa yang anda inginkan ketika belajar speaking? Seru dan tidak ramai
10. Jika nilai speaking antara 10-100, menurut anda, anda akan mendapat nilai berapa dalam berbicara bahasa inggris? 75

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1. Apakah anda suka belajar Bahasa Inggris? Sedikit
 2. Apa tujuan anda belajar bahasa inggris? Agar bisa bicara bahasa Inggris secara lancar
 3. Dalam belajar bahasa inggris, apakah anda suka belajar speaking (berbicara)?
Tidak
 4. Seberapa penting dan sering anda melatih diri berbicara bahasa inggris?
Penting sekali tapi malas untuk belajar
 5. Menurut anda, seberapa tingkat kemampuan anda dalam bahasa inggris?
Baik, cukup, atau kurang? Kurang
 6. Apa saja kesulitan yang anda temui saat berbicara bahasa inggris? Gak tau artinya
 7. Selama ini, bagaimana anda belajar speaking dikelas? Terangkan. Kurang memahami

8. Ketika anda belajar speaking, peran apa yang anda inginkan dari guru?
Membimbing sampai semua murid bisa
9. Aktivitas belajar yang seperti apa yang anda inginkan ketika belajar speaking? Mengartikan kata-kata
10. Jika nilai speaking antara 10-100, menurut anda, anda akan mendapat nilai berapa dalam berbicara bahasa inggris? 50

1. Apakah anda suka belajar Bahasa Inggris? Suka lumayan
2. Apa tujuan anda belajar bahasa inggris? Supaya bisa capcus
3. Dalam belajar bahasa inggris, apakah anda suka belajar speaking (berbicara)?
Lumayan
4. Seberapa penting dan sering anda melatih diri berbicara bahasa inggris?
Penting, kadang kalo pas pelajaran dialogue English
5. Menurut anda, seberapa tingkat kemampuan anda dalam bahasa inggris?
Baik, cukup, atau kurang? Cukup
6. Apa saja kesulitan yang anda temui saat berbicara bahasa inggris? Kata-kata yang belum diketahui artinya / asing
7. Selama ini, bagaimana anda belajar speaking dikelas? Terangkan. Dipanggil ke depan kelas secara individu atau per-meja
8. Ketika anda belajar speaking, peran apa yang anda inginkan dari guru?
Membenarkan kata yang belum pas
9. Aktivitas belajar yang seperti apa yang anda inginkan ketika belajar speaking? Dialogue antar teman
10. Jika nilai speaking antara 10-100, menurut anda, anda akan mendapat nilai berapa dalam berbicara bahasa inggris? 76

1. Apakah anda suka belajar Bahasa Inggris? Setengah suka setengah enggak
2. Apa tujuan anda belajar bahasa inggris? Agar dapat mengerti bahasa Inggris, dan bisa menjawab pertanyaan dalam bahasa Inggris
3. Dalam belajar bahasa inggris, apakah anda suka belajar speaking (berbicara)?
Sedikit suka

4. Seberapa penting dan sering anda melatih diri berbicara bahasa inggris?
Penting untuk berbicara dalam bahasa Inggris saat pelajaran bahasa Inggris.
Kadang-kadang
5. Menurut anda, seberapa tingkat kemampuan anda dalam bahasa inggris?
Baik, cukup, atau kurang? Cukup
6. Apa saja kesulitan yang anda temui saat berbicara bahasa inggris?
Penggunaan kata kerja, bentuk kalimat
7. Selama ini, bagaimana anda belajar speaking dikelas? Terangkan. Disuruh berbicara didepan kelas, kemudian guru mendengarkan dan menilai
8. Ketika anda belajar speaking, peran apa yang anda inginkan dari guru? Guru mendengarkan kemudian memberi komentar tentang seberapa baik kita berbicara dalam bahasa Inggris
9. Aktivitas belajar yang seperti apa yang anda inginkan ketika belajar speaking? Santai, mudah dipahami
10. Jika nilai speaking antara 10-100, menurut anda, anda akan mendapat nilai berapa dalam berbicara bahasa inggris? 50

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1. Apakah anda suka belajar Bahasa Inggris? Tentu
 2. Apa tujuan anda belajar bahasa inggris? Karena saya mau masuk SMK Jurusan Pariwisata
 3. Dalam belajar bahasa inggris, apakah anda suka belajar speaking (berbicara)?
Iya, saya belajar speaking bersama ayah saya
 4. Seberapa penting dan sering anda melatih diri berbicara bahasa inggris? Agak penting dan saya sering melatih speaking sekitar 1 minggu 3x
 5. Menurut anda, seberapa tingkat kemampuan anda dalam bahasa inggris?
Baik, cukup, atau kurang? Cukup
 6. Apa saja kesulitan yang anda temui saat berbicara bahasa inggris? Lupa kalimat lampau, sulit mencerna kata yang sulit dibaca
 7. Selama ini, bagaimana anda belajar speaking dikelas? Terangkan. Membaca soal, membuat percakapan, speaking didepan kelas dengan bantuan seorang teman

8. Ketika anda belajar speaking, peran apa yang anda inginkan dari guru?
Membenarkan jika ada kata/kalimat yang salah
 9. Aktivitas belajar yang seperti apa yang anda inginkan ketika belajar speaking? Seru dan tidak ramai
 10. Jika nilai speaking antara 10-100, menurut anda, anda akan mendapat nilai berapa dalam berbicara bahasa inggris? 77-80
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1. Apakah anda suka belajar Bahasa Inggris? Tidak
 2. Apa tujuan anda belajar bahasa inggris? Biar kalo keluar negeri gak kesusahan sama biar bisa ngelanjutin pake bahasa lain
 3. Dalam belajar bahasa inggris, apakah anda suka belajar speaking (berbicara)?
Suka banget, soalnya keren-keren gimana gitu
 4. Seberapa penting dan sering anda melatih diri berbicara bahasa inggris? Gak penting bangetm kadang-kadang aja
 5. Menurut anda, seberapa tingkat kemampuan anda dalam bahasa inggris?
Baik, cukup, atau kurang? Kurang
 6. Apa saja kesulitan yang anda temui saat berbicara bahasa inggris? Sulit dalam mengerti kata kerja
 7. Selama ini, bagaimana anda belajar speaking dikelas? Terangkan. Saat berbicara masih berpikir dan bertanya
 8. Ketika anda belajar speaking, peran apa yang anda inginkan dari guru?
Berbicara
 9. Aktivitas belajar yang seperti apa yang anda inginkan ketika belajar speaking? Berdialog
 10. Jika nilai speaking antara 10-100, menurut anda, anda akan mendapat nilai berapa dalam berbicara bahasa inggris? 30
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1. Apakah anda suka belajar Bahasa Inggris? Suka
2. Apa tujuan anda belajar bahasa inggris? Untuk menambah pengetahuan
3. Dalam belajar bahasa inggris, apakah anda suka belajar speaking (berbicara)?
Sedikit

4. Seberapa penting dan sering anda melatih diri berbicara bahasa inggris?
Sangat penting, kadang-kadang
5. Menurut anda, seberapa tingkat kemampuan anda dalam bahasa inggris?
Baik, cukup, atau kurang? Cukup
6. Apa saja kesulitan yang anda temui saat berbicara bahasa inggris? Gak tau apa yang mau dibicarakan
7. Selama ini, bagaimana anda belajar speaking dikelas? Terangkan. Lisan
8. Ketika anda belajar speaking, peran apa yang anda inginkan dari guru?
Mengoreksi
9. Aktivitas belajar yang seperti apa yang anda inginkan ketika belajar speaking? Berdialog
10. Jika nilai speaking antara 10-100, menurut anda, anda akan mendapat nilai berapa dalam berbicara bahasa inggris? 60-75

1. Apakah anda suka belajar Bahasa Inggris? Suka
2. Apa tujuan anda belajar bahasa inggris? Agar lebih mengenal bahasa Inggris
3. Dalam belajar bahasa inggris, apakah anda suka belajar speaking (berbicara)?
Jarang
4. Seberapa penting dan sering anda melatih diri berbicara bahasa inggris?
Penting tapi untuk berlatih bahasa Inggris masih jarang saya lakukan
5. Menurut anda, seberapa tingkat kemampuan anda dalam bahasa inggris?
Baik, cukup, atau kurang? Kurang
6. Apa saja kesulitan yang anda temui saat berbicara bahasa inggris?
Menerjemahkan dari Inggris ke Indonesia
7. Selama ini, bagaimana anda belajar speaking dikelas? Terangkan. Santai tapi serius
8. Ketika anda belajar speaking, peran apa yang anda inginkan dari guru?
Penerjemah, membenarkan jika ada kata-kata yang salah
9. Aktivitas belajar yang seperti apa yang anda inginkan ketika belajar speaking? Pelajaran yang santai tapi serius

10. Jika nilai speaking antara 10-100, menurut anda, anda akan mendapat nilai berapa dalam berbicara bahasa inggris? 75

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1. Apakah anda suka belajar Bahasa Inggris? Suka sedikit
 2. Apa tujuan anda belajar bahasa inggris? Agar jika kelak sekolah diluar negeri bisa berbicara bahasa Inggris
 3. Dalam belajar bahasa inggris, apakah anda suka belajar speaking (berbicara)? Kalau lagi mood
 4. Seberapa penting dan sering anda melatih diri berbicara bahasa inggris? Penting
 5. Menurut anda, seberapa tingkat kemampuan anda dalam bahasa inggris? Baik, cukup, atau kurang? Baik
 6. Apa saja kesulitan yang anda temui saat berbicara bahasa inggris? Past tense
 7. Selama ini, bagaimana anda belajar speaking dikelas? Terangkan. Dikit-dikit, namanya juga baru belajar. Speaking dengan berdialog
 8. Ketika anda belajar speaking, peran apa yang anda inginkan dari guru? Membenarkan jika salah
 9. Aktivitas belajar yang seperti apa yang anda inginkan ketika belajar speaking? Belajar yang tidak terlalu terkekang, yang enjoy
 10. Jika nilai speaking antara 10-100, menurut anda, anda akan mendapat nilai berapa dalam berbicara bahasa inggris? 80

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1. Apakah anda suka belajar Bahasa Inggris? Suka
 2. Apa tujuan anda belajar bahasa inggris? Ingin bisa berbahasa Inggris dengan benar
 3. Dalam belajar bahasa inggris, apakah anda suka belajar speaking (berbicara)? Suka
 4. Seberapa penting dan sering anda melatih diri berbicara bahasa inggris? Penting, karena itu salah satu cara saya menghafal kata-kata dalam bahasa Inggris

5. Menurut anda, seberapa tingkat kemampuan anda dalam bahasa inggris?
Baik, cukup, atau kurang? Cukup
6. Apa saja kesulitan yang anda temui saat berbicara bahasa inggris? Lupa bahasa Inggrisnya
7. Selama ini, bagaimana anda belajar speaking dikelas? Terangkan. Kurang bisa menyerap
8. Ketika anda belajar speaking, peran apa yang anda inginkan dari guru? Kasih tau bagaimana menghafal bahasa Inggris
9. Aktivitas belajar yang seperti apa yang anda inginkan ketika belajar speaking? Belajar speaking secara langsung atau tertulis, belajar mengerjakan soal
10. Jika nilai speaking antara 10-100, menurut anda, anda akan mendapat nilai berapa dalam berbicara bahasa inggris? 75

1. Apakah anda suka belajar Bahasa Inggris? Ya
2. Apa tujuan anda belajar bahasa inggris? Agar bisa berbahasa Internasional dengan baik dan sempurna
3. Dalam belajar bahasa inggris, apakah anda suka belajar speaking (berbicara)? Suka
4. Seberapa penting dan sering anda melatih diri berbicara bahasa inggris? Sangat dan tidak terlalu sering
5. Menurut anda, seberapa tingkat kemampuan anda dalam bahasa inggris?
Baik, cukup, atau kurang? Cukup
6. Apa saja kesulitan yang anda temui saat berbicara bahasa inggris? Memahami dan menggabungkannya agar menjadi kalimat yang pas
7. Selama ini, bagaimana anda belajar speaking dikelas? Terangkan. Berdialog dengan teman sebangku, dan mempraktekkannya didepan kelas
8. Ketika anda belajar speaking, peran apa yang anda inginkan dari guru? Membenarkan jika kata yang saya ucapkan salah
9. Aktivitas belajar yang seperti apa yang anda inginkan ketika belajar speaking? Mendatangkan orang barat dan berbicara dengannya

10. Jika nilai speaking antara 10-100, menurut anda, anda akan mendapat nilai berapa dalam berbicara bahasa inggris? 75

-
1. Apakah anda suka belajar Bahasa Inggris? Sedikit suka
 2. Apa tujuan anda belajar bahasa inggris? Supaya bisa berbicara bahasa Inggris dan mengetahui materi-materinya
 3. Dalam belajar bahasa inggris, apakah anda suka belajar speaking (berbicara)? Iya, tetapi susah, tidak bisa dan tidak ada yang melatih
 4. Seberapa penting dan sering anda melatih diri berbicara bahasa inggris? Biasa saja
 5. Menurut anda, seberapa tingkat kemampuan anda dalam bahasa inggris? Baik, cukup, atau kurang? Kurang
 6. Apa saja kesulitan yang anda temui saat berbicara bahasa inggris? Cara pengucapannya dan past tensenya
 7. Selama ini, bagaimana anda belajar speaking dikelas? Terangkan. Sulit masuk ke otak dan tidak mengerti/tidak jelas materi-materinya
 8. Ketika anda belajar speaking, peran apa yang anda inginkan dari guru? Memberitahu agar bisa menghafal bahasa-bahasa yang sulit dan cara agar bisa masuk ke otak dan bisa diingat
 9. Aktivitas belajar yang seperti apa yang anda inginkan ketika belajar speaking? Cukup dengan guru saja, tetapi setelah mahir bisa mendatangkan satu turis
 10. Jika nilai speaking antara 10-100, menurut anda, anda akan mendapat nilai berapa dalam berbicara bahasa inggris? 76

-
1. Apakah anda suka belajar Bahasa Inggris? Suka
 2. Apa tujuan anda belajar bahasa inggris? Ingin bisa berbicara bahasa Inggris
 3. Dalam belajar bahasa inggris, apakah anda suka belajar speaking (berbicara)? Suka
 4. Seberapa penting dan sering anda melatih diri berbicara bahasa inggris? Kadang-kadang

5. Menurut anda, seberapa tingkat kemampuan anda dalam bahasa inggris?
Baik, cukup, atau kurang? Cukup
 6. Apa saja kesulitan yang anda temui saat berbicara bahasa inggris? Mencari arti kata
 7. Selama ini, bagaimana anda belajar speaking dikelas? Terangkan. Belum lancar
 8. Ketika anda belajar speaking, peran apa yang anda inginkan dari guru?
Membenarkan jika ada yang salah
 9. Aktivitas belajar yang seperti apa yang anda inginkan ketika belajar speaking? Seru, heboh, lucu
 10. Jika nilai speaking antara 10-100, menurut anda, anda akan mendapat nilai berapa dalam berbicara bahasa inggris? 75-80
-

APPENDIX 6

THE ANALYSIS OF THE QUESTIONNAIRE

THE ANALYSIS OF QUESTIONNAIRE FOR ASSESSING STUDENTS LEARNING IMPROVEMENTS

1. Apa yang sudah anda pelajari selama belajar bahasa Inggris dengan Think-Pair-Share?

Students	Answer
1	Describing people, asking someone's planning
2	Describing people and telling plans
3	Describing People appearance, asking telling plans
4	Describing people, asking plans
5	Describing people, asking and telling someone's plans
6	Describing people, asking telling plans
7	Describing people
8	Describing people, telling planning
9	Describing people and telling plans
10	Describing people, telling plans
11	Describing people
12	Describing people and asking someone's plans
13	Describing people, asking telling someone's plans
14	Describing people, telling plans
15	Describing people, asking someone plans
16	Describing people
17	Describing people
18	Describing people, asking plans
19	Describing people, asking plans
20	Describing people and asking telling someone's plans
21	Describing people and asking planning
22	Describing people, asking and telling plans
23	Describing people, asking and telling someone's plans
24	Describing people, telling someone's plans

25	Describing people dan telling planning
26	Describing people dan telling someone
27	Describing people, telling someone's plan
28	Describing people
29	Describing people, asking and telling planning
30	Describing people dan Asking planning
31	Describing people dan telling planning
32	Describing people, sama asking planning
33	Describing people dan tell planning

2. Apakah Think-Pair-Share dapat meningkatkan motivasi belajar anda? Jelaskan.

Yes	No	Abstain
33 students = 100%	0 = 0%	0 = 0%

Students	Answer
1	Iya, jadi tambah semangat
2	Iya, baru soalnya, menarik banget
3	Iya, menarik soalnya gak bikin boring
4	Iya, sangat
5	Iya, sangat, soalnya kegiatannya lain dari biasanya
6	Menarik, jadi lebih semangat
7	Iya jadi semangat
8	Iya
9	Iya, gak males lagi
10	Iya, gak ngantuk
11	Yes
12	Iya, interesting activity
13	Iya, seneng liat temen-temen pada aktif semua, jadi lebih semangat
14	Lumayan banget, gak ngantuk

15	Iya, asik banget
16	Iya
17	Iya
18	Ya
19	Iya, menyenangkan
20	Iya, karena aktivitasnya menarik, gak bikin ngantuk
21	Iya
22	Iya, jadi tambah smangat
23	Iya, jadi gak males belajarnya
24	Iya, gak ngantuk, jadi smangat
25	Iya
26	Iya, jadi lebih smangat
27	Iya, asyik
28	Iya, menarik soalnya
29	Iya
30	Iya, soalnya baru, jadi menarik
31	Dapat, soalnya menyenangkan
32	Iya, soalnya gak monoton
33	Iya, soalnya asyik. Jadi berani ngomong

3. Dengan Think-Pair-Share ini, apakah anda terbantu / masih tertinggal saat mengikuti pelajaran? Jelaskan.

Yes	No	Abstain
33 students = 100%	0 = 0%	0 = 0%

Students	Answer
1	Terbantu, semua aktif
2	Tidak tertinggal, karena harus memperhatikan dan aktif

3	Iya terbantu sekali, gak monoton
4	Tidak lagi tertinggal
5	Tidak tertinggal
6	Tidak tertinggal, karena semua harus aktif
7	Tidak tertinggal, menyenangkan
8	Tidak tertinggal lagi
9	Terbantu, menarik banget
10	Ya terbantu
11	Yes
12	Iya, semua aktif. Seneng
13	Iya terbantu, biasanya yang aktif beberapa saja, sekarang semua
14	Terbantu, soalnya semua wajib aktif
15	Tidak tertinggal, soalnya kita harus aktif semua
16	Tidak tertinggal
17	Gak tertinggal dong
18	Tidak, karena ada teman yang bantu
19	Iya terbantu, jadi smangat juga
20	Terbantu karena semua harus aktif dan terlibat
21	Tidak tertinggal lagi
22	Sangat terbantu, gak malu lagi
23	Iya, terbantu
24	Iya, soalnya menyenangkan
25	Terbantu soalnya aktivitasnya menarik dan kita harus memperhatikan
26	Iya terbantu
27	Bisa mengikuti
28	Sangat terbantu, soalnya semua dapat kesempatan
29	Tidak tertinggal
30	Tidak tertinggal
31	Tidak tertinggal, karena heboh, semua aktif

32	Sangat, menarik soalnya
33	Terbantu sekali

4. Apakah TPS dapat membantu anda dalam belajar berbicara?

Yes	No	Abstain
33 students = 100%	0 = 0%	0 = 0%

Students	Answer
1	Iya, meski belum terlalu lancar, banyak salah
2	Iya, soalnya kesempatan ngomong lebih banyak
3	Iya, jadi selalu ada ide ngomong apa
4	Iya
5	Iya, jadi pengen ngomong pake bahasa Inggris terus
6	Sangat, udah lumayan PD
7	Iya, gak takut salah, soalnya berkelompok
8	Bisa
9	Iya, soalnya banyak kesempatan ngomong
10	Iya, walau masih belepotan
11	Yes
12	Sangat, yang awalnya susah ngomong jadi suka ngomong pake Inggris
13	Iya, soalnya semua dapet kesempatan ngomong, jadi lebih menyenangkan
14	Iya, lebih PD gak takut salah lagi
15	Iya, gak takut ngomong
16	Iya
17	Lumayan bisa
18	Iya sedikit

19	Iya, lumayanlah
20	Iya, jadi tambah PD ngomong bahasa Inggrisnya, gak takut salah
21	Iya
22	Iya, lumayan banget
23	Iya, soalnya aktivitasnya mengharuskan kita ngomong. Jadi yaa terpaksa ngomong, meski salah-salah
24	Iya, sedikit demi sedikit jadi berani ngomong
25	Iya, jadi gak takut salah
26	Iya, soalnya mau gak mau harus ngomong
27	Iya, karena ada kelompok2nya, jadi gak malu
28	Iya, jadi gak minder meskipun salah-salah
29	Sangat, meskipun masih belepotan dan kadang masih suka mikir
30	Iya, jadi gak takut salah, soalnya sama pasangan dan grup sendiri
31	Bisa, saya jadi gak malu lagi
32	Iya, karena smua ada kesempatan buat ngomong
33	Iya, soalnya ada waktu buat mikir

5. Apa harapan anda ke depan dalam belajar bahasa Inggris?

Students	Answer
1	Praktek ngomongnya lebih dibanyakin, biar makin pinter ngomong pake bahasa Inggris
2	Lebih sering praktek ngomong gini, biar lebih PD dan lancar
3	Lebih sering dipraktekkan pas pelajaran
4	Kaya gini terus, biar pada berani ngomong
5	Setiap pelajaran bahasa Inggris wajib pake bahasa Inggris
6	Lebih banyak waktu belajar ngomong bahasa Inggris biar makin jago
7	Lebih pandai ngomong
8	Datangkan turis lagi biar makin jago

9	Pengen lebih sering belajar ngomong
10	Sering pake TPS biar asyik bisa ngomong
11	Pengen pinter ngomong Inggris
12	Kurang waktunya, jadi ditambah waktunya biar lebih banyak belajar ngomong lagi.
13	Lebih banyak waktu untuk melatih speaking, biar makin lancar
14	Belajar speaking lagi biar lebih lancar
15	Lebih PD ngomong bahasa Inggrisnya
16	Belajar yang lebih menyenangkan
17	Pengen ketemu turis lagi
18	Lebih berani ngomong bahasa Inggris
19	Jadi lebih berani ngomong
20	Kalau kegiatannya menarik gini, mungkin kelas jadi lebih hidup, dan semua jadi gak malu ngomong bahasa Inggris meski salah-salah
21	Pengen lebih pinter ngomong Englishnya
22	Besok-besok pake TPS aja biar semangat
23	Pengen ke luar negri biar bisa praktek langsung
24	Lebih bisa ngomong bahasa Inggris
25	Kalau kaya gini terus saya jadi semangat belajarnya
26	Dikelas pakenya bahasa Inggris terus, biar lebih pinter ngomong nya
27	Pengen pinter ngomong Bahasa Inggris
28	Dipake terus TPS nya, biar makin bisa ngomong English
29	Terus bisa melatih, biar makin pintar
30	Pengen lebih bisa ngomong bahasa Inggris
31	Sering-sering dipake aktivitas TPS ini
32	Pengen nyoba ngobrol sama turis lagi
33	Kaya gini terus biar semakin bisa cas cis cus pake bahasa Inggris

APPENDIX 7

COURSE GRID

COURSE GRID

Basic Competency: Responding, identifying and expressing the meaning of simple transactional (to get things done) and interpersonal (social) conversation

Unit	Topics	Language Functions	Input texts	Language Focus	Activities	Indicators
I	Describing people appearance	Describing people appearance	<ul style="list-style-type: none"> - Listening : short dialogue - Speaking : short dialogue - Reading : short text - Writing : short writing 	<ul style="list-style-type: none"> • Vocabulary : Vocabulary related to the topics • Expressions: <ul style="list-style-type: none"> a. Asking someone's physical appearance <ul style="list-style-type: none"> - What does she look like? - Is she tall? - Does she have a moustache? b. Answering someone's physical 	<p>Activity 1: Lead-in: Matching the pictures with the best descriptions.</p> <p>Activity 2: Choosing the right picture based on the information the students hear.</p> <p>Activity 3: Choosing one of the picture and implementing Think-Pair-Share</p> <p>Activity 4: Implementing Think-Pair-</p>	<p>Students are able to :</p> <ol style="list-style-type: none"> 1. Identify the expression of asking and telling someone's physical appearance 2. Expressing asking and telling someone's physical appearance 3. Implementing asking, and telling someone's physical appearance in any

				<p>appearance.</p> <ul style="list-style-type: none"> - She has a pointed nose - Yes, she is / No, she is not <p>• Grammatical Patterns</p> <ul style="list-style-type: none"> - She has a pointed nose - They are young - Does your mother have white skin? 	<p>Share based on the situation</p> <p>Activity 5:</p> <p>Reading the text and answering the comprehension questions.</p> <p>Activity 6:</p> <p>Identifying and studying about describing people and the expressions which is used.</p> <p>Activity 7:</p> <p>Completing the dialogues.</p> <p>Activity 8:</p> <p>Answering some questions based on the dialogue and act it out.</p> <p>Activity 9:</p> <p>Implementing Think-Pair-Share based on the situation.</p>	situation
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					Activity 10: Implementing Think-Pair-Share based on the situation. Activity 11: Implementing Think-Pair-Share based on the situation.	
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Unit	Topics	Language Functions	Input texts	Language Focus	Activities	Indicators
2	Future Plans	Telling someone's plans	- Listening: short dialogue - Speaking : short dialogue - Reading : short text - Writing : short writing	• Vocabulary : Vocabulary related to the topics • Expressions: a. Asking someone's plan - What will you do tomorrow? - What is your plan for the next	Activity 1: Lead-in: Answering some questions related to the topic. Activity 2: Listen to the dialogue and answer the questions about the dialogue Activity 3: Answering some questions	Students are able to : 1. Identify some expressions to tell future plans 2. Tell future plans 3. Responding someone's expressions 4. Implementing the expressions based

				<p>holiday?</p> <ul style="list-style-type: none"> - What are you going to do after finishing your study? <p>b. Telling someone's plan</p> <ul style="list-style-type: none"> - I am going to go to college - I'm planning to go to college - I'll study English in Yogyakarta State University <p>• Grammatical Patterns</p> <p>Future Tense</p> <p>S + will + V1</p> <p>S + to be going to + V1</p>	<p>based on the dialogue and act it out.</p> <p>Activity 4:</p> <p>Finding the expression used to tell someone's plans in activity 3.</p> <p>Activity 5:</p> <p>Implementing Think-Pair-Share based on the situation on the picture.</p> <p>Activity 6:</p> <p>Identifying and studying the expressions of asking and telling someone's plan.</p> <p>Activity 7:</p> <p>Completing the dialogues with the appropriate expressions of asking and telling someone's plan</p>	<p>on situations</p>
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					<p>Activity 8: Implementing Think-Pair-Share based on the situation.</p> <p>Activity 9: Implementing Think-Pair-Share based on the situation.</p> <p>Activity 10: Implementing Think-Pair-Share based on the situation.</p>	
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APPENDIX 8

LESSON PLANS

LESSON PLAN 1

School	: SMP Negeri 3 Gamping
Level/ Semester	: VIII / 2
Subject	: English
Standard of Competency	: Responding, identifying, and expressing the meaning of simple transactional and interpersonal conversation
Basic Competence	: Expressing meaning of simple transactional (to get things done) and interpersonal conversation with the nearest environment for asking, giving help, giving and refusing information, giving and refusing opinion, describing people appearance, offering and refusing for help.

Indicators :

- The students are able to identify expressions used to describe someone appearance
- The students are able to use and respond the expressions

Theme	: Someone's description (Unit 1)
Skills	: Listening, Reading, and speaking
Time Allocation	: 4 x 45'

A. Learning Objectives

At the end of the teaching-learning process, the students are able to:

1. identify expressions used to describe someone appearance
2. use appropriate expressions for describing someone's appearance

B. Learning Material

Expressions of asking and telling someone's description

1. Asking someone's description

What do your brother look like?

Does he have dimples?

What does she look like?

Is she tall?

2. Telling someone's description

He has black curly hair.

No, he does not.

She is beautiful.

Yes, she is tall.

C. Method/ Technique

PPP (Presentation-Practice-Production)

D. Activities

1. Opening

- a. Greeting, saying a prayer, and checking attendance.
- b. Teacher explains the topic of the lesson that is going to learn and explains the purpose of learning that topic.

2. Main Activities

- a. Lead-in: the students match some descriptions on the box with the pictures provided (Activity 1)
- b. The students listen to a description and while they are listening, they should number each picture based on the description (Activity 2).
- c. The students implement Think-Pair-Share based on the pictures (Activity 3)
- d. The students read the text, discuss some difficult words found in the text, and answer the comprehension questions (Activity 5)
- e. The students identify some expressions of asking and telling someone's description (Activity 6)

3. Closing

- a. The teacher asks the students if they get some difficulties during the lesson.
- b. The teacher gives feedback on students' activities during the lesson

- c. The teachers together with the students summarize the materials they have learnt.

E. Learning Resources

Murphy, R. 1985. *English Grammar in Use*. Cambridge: Cambridge University Press.

Wardiman, Artono. 2008. *English in Focus for grade VIII Junior High School*. Jakarta: Departemen Pendidikan Nasional

F. Learning Media

Worksheet

G. Evaluation

1. Technique : spoken tests
2. Instruments :

Activity 4

Implementing Think-Pair-Share, the topic was guessing the student's best friend.

3. Evaluation Rubric : enclosed

Gamping,

Headmaster _____

Teacher _____

LESSON PLAN 2

School	: SMP Negeri 3 Gamping
Level/ Semester	: VIII / 2
Subject	: English
Standard of Competency	: Responding, identifying, and expressing the meaning of simple transactional and interpersonal conversation
Basic Competence	: Expressing meaning of simple transactional (to get things done) and interpersonal conversation with the nearest environment for asking, giving help, giving and refusing information, giving and refusing opinion, describing people appearance, offering and refusing for help.

Indicators :

- The students are able to identify expressions used to describe someone's appearance
- The students are able to use and respond the expressions

Theme	: Someone's description (Unit 1)
Skills	: Listening, Reading, and Speaking
Time Allocation	: 4 x 45'

A. Learning Objectives

At the end of the teaching-learning process, the students are able to:

1. identify expressions used to describe someone appearance
2. use appropriate expressions for describing someone's appearance

B. Learning Material

Expressions of asking and telling someone's description

1. Asking someone's description

What do your brother look like?

Does he have dimples?

What does she look like?

Is she tall?

2. Telling someone's description

He has black curly hair.

No, he does not.

She is beautiful.

Yes, she is tall.

C. Method/ Technique

PPP (Presentation-Practice-Production)

D. Activities

1. Opening

- a. Greeting, saying a prayer, and checking attendance.
- b. Teacher explains the topic of the lesson that is going to learn and explains the purpose of learning that topic.

2. Main Activities

- a. Lead-in: the students answer some questions dealing with the topic
- b. The students complete the dialogue
- c. The students read the dialogue and act it out with their classmate (activity 8)
- d. The students find the meanings of some difficult words in the dialogue
- e. The students answer the comprehension questions
- f. The students implement Think-Pair-Share based on the situations (Activity 9,10)

3. Closing

- a. The teacher asks the students if they get some difficulties during the lesson.
- b. The teacher gives feedback on students' activity during the lesson
- c. The teachers together with the students summarize the materials they have learnt.

E. Learning Resources

Murphy, R. 1985. *English Grammar in Use*. Cambridge: Cambridge University Press.

Wardiman, Artono. 2008. *English in Focus for grade VIII Junior High School*. Jakarta: Departemen Pendidikan Nasional

F. Learning Media

Worksheet

G. Evaluation

a. Technique : spoken tests

b. Instruments :

Activity 11.

Doing Think-Pair-Share based on the topics.

c. Evaluation Rubric : enclosed

Gamping,

Headmaster _____

Teacher _____

LESSON PLAN 3

School	: SMP Negeri 3 Gamping
Level/ Semester	: VIII (Elementary)/ 2
Subject	: English
Standard of Competency	: Responding, identifying, and expressing the meaning of simple transactional and interpersonal conversation
Basic Competence	: Expressing meaning of simple transactional (to get things done) and interpersonal conversation with the nearest environment for expressing for call, inviting and refusing for the invitation, giving and refusing information, giving and refusing opinion, asking and telling someone's plan.

Indicators :

- The students are able to identify expressions used to tell future plans.
- The students are able to use expressions used to tell future plans

Theme	: Future Plans (Unit 2)
Skills	: Listening, Reading, and Speaking
Time Allocation	: 4 x 45'

A. Learning Objectives

At the end of the teaching-learning process, the students are able to:

1. identify expressions used to tell future plans
2. use appropriate expressions for telling someone's future plans

B. Learning Material

Expressions of asking and telling someone's plan

- a. Asking someone's plan

What are you going to do after finishing your study? What will you do tomorrow? What is your plan for the next holiday? What about tonight/tomorrow/next week?

- b. Telling someone's plan I'm planning to go to college. I am going to go to college. I'll study architecture in Gajah Mada University.

C. Method/ Technique

PPP (Presentation-Practice-Production)

D. Activities

1. Opening

- a. Greeting, saying a prayer, and checking attendance.
- b. Teacher explains the topic of the lesson that is going to learn and explains the purpose of learning that topic.

2. Main Activities

- a. Lead-in: the students answer some questions based on the picture provided (Activity 1)
- b. The students listen to a dialogue and try to understand the detail (Activity 2).
- c. The students discuss some difficult words found in the text.
- d. The students answer the comprehension questions
- e. The students read the dialogue and act it out (activity 3)
- f. The students discuss some difficult words found in the text
- g. The students answer the comprehension questions
- h. The students identify some expressions of asking and telling someone's plans based on the dialogue in activity 3 (activity 4)
- i. The students implement Think-Pair-Share based on the pictures.

3. Closing

- a. The teacher asks the students if they get some difficulties during the lesson.
- b. The teacher gives feedback on students' activity during the lesson

- c. The teachers together with the students summarize the materials they have learnt.

E. Learning Resources

Murphy, R. 1985. *English Grammar in Use*. Cambridge: Cambridge University Press.

Wardiman, Artono. 2008. *English in Focus for grade VIII Junior High School*. Jakarta: Departemen Pendidikan Nasional

F. Learning Media

Worksheet

G. Evaluation

- a. Technique : spoken tests
- b. Instruments :

Activity 5

Implementing Think-Pair-Share based on the situations in the pictures

- c. Evaluation Rubric : enclosed

Gamping,

Headmaster _____

Teacher _____

LESSON PLAN 4

School	: SMP Negeri 3 Gamping
Level/ Semester	: VIII (Elementary)/ 2
Subject	: English
Standard of Competency	: Responding, identifying, and expressing the meaning of simple transactional and interpersonal conversation
Basic Competence	: Expressing meaning of simple transactional (to get things done) and interpersonal conversation with the nearest environment for expressing for call, inviting and refusing for the invitation, giving and refusing information, giving and refusing opinion, asking and telling someone's plan.

Indicators :

- The students are able to identify expressions used to tell future plans.
- The students are able to use expressions used to tell future plans

Theme	: Future Plans (Unit 2)
Skills	: Listening, Reading, and Speaking
Time Allocation	: 4 x 45'

A. Learning Objectives

At the end of the teaching-learning process, the students are able to:

1. identify expressions used to tell future plans
2. use appropriate expressions for telling someone's future plans

B. Learning Material

Expressions of asking and telling someone's plan

- a. Asking someone's plan

What are you going to do after finishing your study? What will you do tomorrow? What is your plan for the next holiday? What about tonight/tomorrow/next week?

- b. Telling someone's plan I'm planning to go to college. I am going to go to college. I'll study architecture in Gajah Mada University.

C. Method/ Technique

PPP (Presentation-Practice-Production)

D. Activities

1. Opening

- c. Greeting, saying a prayer, and checking attendance.
- d. Teacher explains the topic of the lesson that is going to learn and explains the purpose of learning that topic.

2. Main Activities

- a. Lead-in: the students answer some questions about the topic
- b. The students read the dialogue in activity 3, and find the expressions used (activity 6)
- c. The students complete the dialogue by using the appropriate expressions of asking and telling someone's plans (activity 7)
- d. The students try to act it out with their pairs
- e. The students implements Think-Pair-Share based on the situations (activity 8,9)

3. Closing

- c. The teacher asks the students if they get some difficulties during the lesson.
- d. The teacher gives feedback on students' activity during the lesson
- e. The teachers together with the students summarize the materials they have learnt.

E. Learning Resources

Murphy, R. 1985. *English Grammar in Use*. Cambridge: Cambridge University Press.

Wardiman, Artono. 2008. *English in Focus for grade VIII Junior High School*.
Jakarta: Departemen Pendidikan Nasional

F. Learning Media

Worksheet

G. Evaluation

a. Technique : spoken tests

b. Instruments :

Activity 10

Doing Think-Pair-Share based on the pictures

c. Evaluation Rubric : enclosed

Gamping,

Headmaster _____

Teacher _____

APPENDIX 9

MATERIALS

UNIT I

WHAT DOES HE LOOK LIKE?

Do you ever tell someone about your family members? What do they look like? What are the details you usually tell them? In this unit, you are going to learn how to tell someone's description, and characteristics.

Activity 1 Match each description in the box with the right pictures

short black curly hair

bald

long black hair

short black hair

long grey straight hair

black wavy hair



Sinta has _____



Tommy has _____



Mrs. Nina has _____



Jeffrey has _____

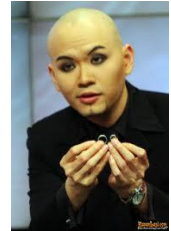


Sherly has _____



Mr. Kevin is _____

Activity 2 Look at the pictures below. Listen to the recording or your teacher, and number the each picture based on the description.



Activity 3 Choose one of the pictures below, and do Think-Pair-Share based on the picture you have



Activity 4 **Think of one of your best friend in your class. Describe this to your pair, and ask them to guess who your best friend is. Then Share with your group.**

Activity 5 **Read the text below and answer the questions**

Comedian Sule "Prikitiw"

His name full name is Entis Sutisna. People call him Sule. He is a famous comedian in Indonesia. Sule was born on 15 November 1976 in Bandung, West Java. He speaks Sundanese fluently. He also learn Javanese. Sule is very unique. His hair is long with brown and yellow colour. He has oval face, flat nose and slanting eyes. People know Sule as a ridiculous man and full of jokes. He is very funny. His joke makes everyone smiling even belly laughing. Sule plays in several TV shows such as Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab, and Saung Sule. He also can sing very well. He has very famous song entitled Susis (Suami Sieun Istri).



Questions:

1. Who is Sule?
2. Where from is he?
3. What does he look like?
4. Does he has a moustache?
5. Is he a serious people?

Activity 6 Study the expression below and discuss with your partner

1. Descriptive text

Descriptive text describes the characteristics of a specific thing, i.e. specific person, animal, or object

In this unit, you are going to learn descriptive text focuses on people's physical appearance. For example how he/she looks like, how tall, how fat/slim, her/ his face shape, nose, eyes, hair, and skin. Look at this table for the sentence structure's example.

Questions	Answer
What do you look like?	I have long black hair
What does she look like?	She has curly hair
What do your bothers look like?	They are both tall
Are you tall?	Yes, I am
Is she young?	No, she is not
Do you have dimples?	Yes, I do
Does he have a moustache?	No, he does not

2. Grammar Corner

Subject	Be	Adjective
I	am	beautiful
You	are	young
They		
We		
He	is	old
She		
It		Small

		Subject	have/has	Noun
		I	have	beautiful
		You		young
		They		
		We		
		He	has	a pointed nose
		She		black fur
		It		
Do/ Does	subject	have		Noun
Do	You	have		dimples?
Does	He			a pointed nose?
	She			black hair
	It			white fur
	Your mother, etc			a white skin?

Activity 7 Complete the following dialogue

- A : So what _____ (do/does) your friend, Doni, look like?
- B : Well, _____ (he's / he has) thin and he _____ (have/has) black hair.
- A : Really? _____ (is/does) he tall?
- B : No, he's _____ (not/isn't). _____ (He's / is) average size.
- A : Does he _____ (have/has) curly hair?
- B : No, he _____ (doesn't/isn't). _____ (He's/is) really handsome.

Activity 8 Read the dialogue and act it out with your classmate. After that, answer the questions below.

- Rosy : Hello, uncle. My friend Nancy is coming here this month. Will you be able to pick her up at the station?
- Uncle : Yes, Rosy. I will do that. What does she look like?
- Rosy : She is short and plump. She has thick, black, curly hair. She has blue eyes and dimpled cheeks. She is very fair and pretty.
- Uncle : Okay dear.

Rosy : Nancy, I have spoken to my uncle. He will pick you up at the station.

Nancy : But, how will I identify him?

Rosy : My uncle is very tall and thin. He has brown eyes and he is totally bald, with a dark complexion. He sports a beard. He always carries a walking stick.

Nancy : Does he wear spectacles?

Rosy : No, he doesn't

Nancy : But, how will he identify me, Rosy?

Rosy : Don't worry. I have already described you to him. There will not be any problem.

Nancy : Thank you, Rosy.

plump : gemuk spectacles : kacamata bald : botak
--

Questions:

1. Who will be picked up by uncle?
2. Where does Nancy picked up?
3. How can uncle identify Nancy?
4. How can Nancy identify Rosy's uncle?
5. Does uncle wear spectacles?

Activity 9 Do Think-Pair-Share. Imagine your best friend in the class. Tell the description to your Pair. And share with your groups.

Activity 10 Do Think-Pair-Share. Imagine your favorite teacher in your school. Tell the description to your Pair. And share with your groups.

Activity 11 Do Think-Pair-Share. Imagine your favorite artist. Tell the description to your Pair. And share with your groups.

UNIT II

WHAT IS YOUR PLAN?

Do you have a plan after finishing your study? What is that? Have you ever shared to your friend about your future plan? What expressions do you used? Do you also ever tell your friend about your past events? What expressions did you used? In this unit, you are going to learn how to express future and past experience.

Activity 1 Look at the picture below and answer the questions



1. What are they doing?
2. What do you think they are going to do?
3. Do you also have a kind of plan?
4. What will you do in the next holiday?
5. What is your plan after finishing your study?

Activity 2 Listen to the dialogue and answer the questions orally

Situation: Kanya is meeting Fariz at school and asks him why he has been absent from the class for a week.

Kanya : Where have you been? I haven't seen you in the class for a week.

Fariz : I've been sick.

Kanya : Nothing serious, I hope.

Fariz : Well, I got a bad influenza.

Kanya : That's too bad. Are you feeling better now?

Fariz : Yeah. Well enough to start thinking about school again. But I'm worried how I can catch up the missed lessons.

Kanya : Don't worry. I'll lend my notes. If there's something you don't understand, I'll explain to you.

Fariz : That would be perfect. I hate to bother you though.

Kanya : No bother. I'm sure glad to help you.

catch up: menyusul ketinggalan

lend: meminjamkan

bother: mengganggu

Questions:

1. How long was Fariz absent from the class?
2. Why was he absent?
3. What is Fariz problem after being absent from the class?
4. What will Kanya do to help Fariz?
5. What do you think about Kanya's attitude?

Activity 3 **Read the following dialogue and act them out with your classmates. After that, answer the questions**

Teacher : What are you going to do after you graduate from high school, Nana?

Nana : Oh, I'm planning to go to college.

Teacher : What do you plan to study?

Nana : I'm thinking of majoring in chemistry.

Teacher : Hmm, that's a good field. What about you, Iva?

Iva : I hope to go to Bali.

Teacher : Oh, really? And what are you going to do there?

Iva : I think I'll just travel around for a while.

Teacher : Lucky you! Nina, what do you think you're going to do?

Nina : Well, I am going to go to college, but maybe I have to postpone it and get a job instead. I just don't have the money right now.

Teacher : Yeah, I know what you mean. Money is tight these days. What about you, Reno?

Reno : Well, if I get a scholarship, I'll study architecture in Gajah Mada University.

Teacher : And if you don't?

Reno : Well, then, I suppose I'll have to get a job first and still study architecture.

Teacher : Well, guys, now I'm so sure, all of you have planned your own future. Make it real and I wish you good luck.

graduate	: lulus
postpone	: menunda
tight	: sulit
scholarship	: beasiswa

Questions:

1. What is Nana's plan after finishing his study at high school?
2. Is Iva going to have a job in Bali?
3. Why does Nina have to delay her plan to continue her study at a college?
4. What kind of job will Reno probably do in the future?
5. Will Reno still continue his study if he does not get a scholarship?

Activity 4 Read the dialogue on activity 3 once again, and find the expressions used to tell someone's plans

Activity 5 Do think-Pair-Share based on the picture below



Activity 6 **Read the dialogue in activity 3 once again. Pay attention to the expressions of asking and telling someone's plan. Then, study the following expressions.**

Asking someone's plan

What are you going to do after finishing your study?
What will you do tomorrow?
What is your plan for the next holiday?
What about tonight/tomorrow/next week?

Telling someone's plan

I'm planning to go to college.
I am going to go to college.
I'll study architecture in Gajah Mada University.

Activity 7 **Complete the following dialogues by using appropriate expressions of asking and telling someone's plan. Then, try to act them out with your classmate.**

Dialogue 1

Naura : Where are you going?
Reza : I'm going home. Are you going home too?
Naura : Yes, but I'm going to come back later.
Reza : _____?
Naura : I'm going to go to the movie. I want to see Sherlock Holmes at XXI Cinema.
Reza : With whom are you going to go there?
Naura : _____

Dialogue 2

Shandra : Tomorrow is holiday, right?

Luccy : Yeah. Why?

Shandra : _____?

Luccy : I'll probably visit my grandmother. How about you?

Dialogue 3

Feny : A year later we will graduate from high school.

Ridwan : You're right. _____?

Feny : I'm planning to study English in UNY.

Ridwan : Good. That field will help you to find a good job.

Feny : Yeah. And what will you do a year later?

Ridwan : _____

Activity 8 **Do Think-Pair-Share. Remember your past experience. It can be happy, sad, or funny. Think yourself, tell to your pair, and share with your groups.**

Activity 9 **Do Think-Pair-Share. Imagine what you are going to do in the future. Plan it on your mind, tell your pair, and share with your groups.**

Activity 10 **Do think-Pair-Share by choosing one of the occupations shown in the following pictures, or you may choose your own occupation. The detailed information you should share are the reason why you choose that job, and what efforts you are going to do to make your dreams comes true.**

a. An entrepreneur



b. A teacher



c. A doctor



APPENDIX 10

SPEAKING RUBRIC

SPEAKING RUBRIC

1. Fluency

Score	Indicators
5	The students speak very fluently in communication to perform the expected competency.
4	The students speak fluently although there are often hesitations which are not quite natural.
3	The students do not speak quite fluently because of language problems so that they speak rather slowly and hesitantly, sometimes those problem disturb the performance
2	The students speak hesitantly and sometimes pauses quite long
1	The students speak very slowly and discontinuously (like speaking per word with simple patterns). Even pauses very long in communication to perform the expected competency.

2. Accuracy

Score	Indicators
5	The students use so many vocabulary variations and make no mistakes in word choice in performing the expected competency.
4	The students use many vocabulary variations and appropriate in word choice.
3	The students show some mistake in grammatical and pronunciation. Using much vocabulary, but sometimes inappropriate in word choice.
2	The students show much mistake in grammatical and pronunciation. Using some vocabulary, often inappropriate in word choice
1	The students show much mistake in grammatical and pronunciation. Less natural in performing.

3. Idea

Score	Indicators
5	The students practice their long dialogue with a various expression and vocabulary perfectly.
4	The students practice their quite long dialogue with more than two expressions naturally.
3	The students practice their short dialogue with various vocabularies and more than one expression.
2	The students practice just one expression with various vocabbulary.
1	The students practice the expression taken from the example of the material.

1. Non-verbal behaviors/paralinguistic

Score	Indicators
5	The students show their eye contact, facial expression, and body language naturally.
4	The students show minimal 2 of 3 criterions above naturally.
3	The students show 2of 3 criterions above naturally
2	The students show a good eye contact without facial expression and body language
1	The students seem nervous and do not show a good eye contact, facial expression, and even body language.

APPENDIX 11
STUDENTS SPEAKING SCORES

STUDENT'S SPEAKING SCORES

No.	Name	Pre-test	Post-test I	Post-test II
1.	Khanifan Nur Alfian	45	60	68
2.	Bagas Aditya	70	80	80
3.	Fany Anistya Murni	55	70	75
4.	Ketty Nur Utami	50	65	73
5.	Yesi Ismawati	70	80	82
6.	Amira Depri M.	70	80	85
7.	Muhammad Imam	70	80	83
8.	Dwiki Sanjaya	65	75	79
9.	Titis Yoga Pratama	55	70	76
10.	Aji Candra N.	65	75	77
11.	Diah Monitasari	75	85	85
12.	Bulan Bijak Bestari	55	70	70
13.	Tita Yolanda H. S.	45	65	65
14.	Elvita Fitriana	45	65	69
15.	Agung Sarjanto	65	75	75
16.	Dymas Alfandy Saputro	55	70	75
17.	Siti Isnaini Putri D.	40	65	68
18.	Laila Badarsih	40	65	66
19.	Fitria Nur Komaria	55	70	70
20.	Sekar Mennur	55	70	75
21.	Dhea Larasati	65	75	79
22.	Amellia Anggi Pradina	55	70	72
23.	Dicky Pratama Putra	55	70	71
24.	Deno Mustika N.	50	68	68
25.	Dede Firman Eka S.	55	70	70
26.	Singgih Vikandaru	45	65	65
27.	Fajar Galang Firmansyah	50	68	69
28.	Roky Vernanta	60	70	72
29.	Ainnov Ridha D.	60	70	72
30.	Hasna Agy Prasista	45	65	67
31.	Feny Agustin	60	70	73
32.	Yudha A.P.	45	65	66
33.	Eric Chiesa P.	60	75	78
MEAN		56	68,8	73,3

APPENDIX 12

ATTENDANCE LIST

ATTENDANCE LIST

No.	Name	Meeting							
		1	2	3	4	5	6	7	8
1.	Khanifan Nur Alfian	v	v	v	v	v	v	v	v
2.	Bagas Aditya	v	v	v	v	v	v	v	v
3.	Fany Anistya Murni	v	v	v	v	v	v	v	v
4.	Ketty Nur Utami	v	v	v	v	v	v	v	v
5.	Yesi Ismawati	v	v	v	v	v	v	v	v
6.	Amira Depri M.	v	v	v	v	v	v	v	v
7.	Muhammad Imam	v	v	v	v	v	v	v	v
8.	Dwiki Sanjaya	v	v	v	v	v	v	v	v
9.	Titis Yoga Pratama	v	v	v	v	v	v	v	v
10.	Aji Candra N.	v	v	v	v	v	v	v	v
11.	Diah Monitasari	v	v	v	v	v	v	v	v
12.	Bulan Bijak Bestari	v	v	v	v	v	v	v	v
13.	Tita Yolanda H. S.	v	v	v	v	v	v	v	v
14.	Elvita Fitriana	v	v	v	v	v	v	v	v
15.	Agung Sarjanto	v	v	v	v	v	v	v	v
16.	Dymas Alfandy Saputro	v	v	v	v	v	v	v	v
17.	Siti Isnaini Putri D.	v	v	v	v	v	v	v	v
18.	Laila Badarsih	v	v	v	v	v	v	v	v
19.	Fitria Nur Komaria	v	v	v	v	v	v	v	v
20.	Sekar Mennur	v	v	v	v	v	v	v	v
21.	Dhea Larasati	v	v	v	v	v	v	v	v
22.	Amellia Anggi Pradina	v	v	v	v	v	v	v	v
23.	Dicky Pratama Putra	v	v	v	v	v	v	v	v
24.	Deno Mustika N.	v	v	v	v	v	v	v	v
25.	Dede Firman Eka S.	v	v	v	v	v	v	v	v
26.	Singgih Vikandaru	v	v	v	v	v	v	v	v
27.	Fajar Galang Firmansyah	v	v	v	v	v	v	v	v
28.	Roky Vernanta	v	v	v	v	v	v	v	v
29.	Ainnov Ridha D.	v	v	v	v	v	v	v	v
30.	Hasna Agy Prasista	v	v	v	v	v	v	v	v
31.	Feny Agustin	v	v	v	v	v	v	v	v
32.	Yudha A.P.	v	v	v	v	v	v	v	v
33.	Eric Chiesa P.	v	v	v	v	v	v	v	v

APPENDIX 13

LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01
10 Jan 2011

10 Mei 2012

Nomor : 686d/UN.34.12/PP/V/2012
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Komplek Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Improving Speaking Learning Process for Grade VIII Students of SMP N 3 Gamping by Implementing Think – Pair – Share

Mahasiswa dimaksud adalah :

Nama : NUR INDAH SETYANINGRUM
NIM : 06202244148
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Mei – Juni 2012
Lokasi Penelitian : SMP N 3 Gamping

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan



Widyastuti Purbani, M.A.
16010524 199001 2 001



**PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)**

Alamat : Jl Parasmya No. 1 Beran, Tridadi, Sleman 55511
Telp. / Fax. (0274) 868800 E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 1604 / 2012

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.
Menunjuk : Surat dari An, Dekan, Wakil Dekan Fakultas Bahasa Dan Seni Nomor : 686d/UN.34.12/PP/V/2012 Tanggal : 10 Mei 2012 Hal : Ijin Penelitian

MENGIZINKAN :

Kepada :
Nama : **NUR INDAH SETYANINGRUM**
No.Mhs/NIM/NIP/NIK : 06202244148
Program/Tingkat : S1
Instansi/Perguruan Tinggi : U N Y
Alamat instansi/Perguruan Tinggi : Karangmalang, Yogyakarta
Alamat Rumah : Perum Pesona Tirtoadi A3, Mlati, Sleman
No. Telp / HP : 085643642707
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul :
"IMPROVING SPEAKING LEARNING PROCESS FOR GRADE VIII STUDENTS OF SMP N 3 GAMPING BY IMPLEMENTING THINK - PAIR - SHARE "
Lokasi : SMP N 3 Gamping
Waktu : Selama 3 bulan mulai tanggal : 10 Mei 2012 s/d 10 Juni 2012

Dengan ketentuan sebagai berikut :

1. *Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*
4. *Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Bappeda.*
5. *Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman
Pada Tanggal : 11 Mei 2012

Tembusan Kepada Yth. :

1. Bupati Sleman (sebagai laporan)
2. Ka. Kantor Kesatuan Bangsa Kab Sleman.
3. Ka. Dinas Pendidikan, Pemuda & OR Kab. Sleman
4. Ka. Bid. Sosbud Bappeda Kab. Sleman
5. Camat Kec. Gamping
6. Ka. SMA N 3 Gamping
7. Dekan Fak.Bahasa dan Seni - UNY.
8. Pertinggal

a.n. Kepala Bappeda Kab. Sleman
Ka. Bidang Pengendalian & Evaluasi
u.b. Ka. Sub. Bid. Litbang

SRI NURHIDAYAH, S.Si, MT
Pembina, IV/a
NIP. 19670703 199603 2 002



PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SMP NEGERI 3 GAMPING
Alamat : Nogotirto Gamping sleman Yogyakarta 55292 Telp. 621125

SURAT KETERANGAN

Nomor : 800/770/2012

Yang bertanda tangan di bawah ini Kepala Sekolah SMP Negeri 3 Gamping menerangkan bahwa mahasiswa yang namanya tersebut di bawah ini :

Nama : NUR INDAH SETYANINGRUM
No. Mahasiswa : 06202244148
Semester : -
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Pendidikan Bahasa Inggris
Universitas : Universitas Negeri Yogyakarta

Telah selesai melaksanakan penelitian dengan judul “ *Improving the Speaking Learning Process for VIII grade students of SMP Negeri 3 Gamping by Implementing Think-Pair-Share of Cooperative Learning*” mulai tanggal 1 Mei 2012 s.d. 10 Juni 2012.

Demikian surat keterangan ini kami buat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Gamping, 10 Juni 2012

a.n. Kepala Sekolah

Wakil Kepala Sekolah



Kuswandiyah, S.Pd.

NIP. 19590131 197903 2 001